

# BUSINESS EDUCATION WORLD

JUNE, 1961

## NINTH-GRADE ACADEMIC STUDENTS LEARN NOTEHAND

Ninth graders transcribe lecture notes  
at Montclair (N.J.) College High School  
(see page 7).



WHY WRITE FOR PROFESSIONAL PUBLICATIONS? PAGE 12

CONCEPTS THAT WILL HELP BOOKKEEPING STUDENTS PAGE 16

WHAT HAPPENS TO THE RELUCTANT LEARNERS? PAGE 18



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**FEATURE ARTICLES**

- NINTH-GRADE ACADEMIC STUDENTS LEARN NOTEHAND** .... 7  
Experiment produces gratifying results .... Elizabeth T. Van Derveer
- "FOR AN 'A,' THINK OF THE HALF CROWN ..."** ..... 10  
American visits Gregg College in Liverpool .... Charlotte Jorgensen
- WHY WRITE FOR PROFESSIONAL PUBLICATIONS?** ..... 12  
Are you aware of all the potential advantages? ..... Bill G. Rainey
- WE SET UP AN ECONOMICAL ADULT TYPING COURSE** ..... 15  
Improving school-community relations at low cost .. Opal Heatherly
- HELP BOOKKEEPING STUDENTS—USE BASIC CONCEPTS** ..... 16  
Theoretical concepts can impart understanding ..... David R. Dilley
- WHAT HAPPENS TO THE RELUCTANT LEARNERS?** ..... 18  
These "unemployables" have made the grade .... Myron J. Krawitz
- "WHY SHOULD I CONSIDER YOUR APPLICATION?"** ..... 21  
Will your students make these common errors? ..... Ruth Unrau
- PRESENTING A HUMAN RELATIONS PROGRAM** ..... 22  
Base assembly program on representative panel .. William B. Brophy

**SPECIAL SERIES**

- Rx FOR EFFECTIVE SHORTHAND TEACHING (10)** ..... 23  
A detailed plan for real achievement in shorthand .. Robert L. Grubbs

**DEPARTMENTS**

- |  |                                 |
|--|---------------------------------|
| Problem Clinic ..... 3                 | Through the Camera Eye ..... 34 |
| Just Between Us ... Helen H. Green 28  | Professional Report ..... 35    |
| Shorthand Corner .. R. A. Hoffman 31   | New Business Equipment ..... 37 |
| Teaching Aids .... Jane White Lewis 32 | Index to Volume 41 ..... 38     |

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## THE BUSINESS TEACHER'S

# Problem Clinic

THE NAMES of the winners of our Fifth Annual Problem Clinic Contest are shown below. The awards are: \$25 and \$15 for the two best solutions, and \$10 and \$5 for the two best problems submitted between May 2, 1960, and April 25, 1961. (All contributions received between April 1 and April 25 of this year are included in this issue.) Contributions received after April 25 are carried over to the next contest.

**SOLUTIONS:** FIRST PRIZE—Peggy Y. Triplett, Claremont Central H. S., Hickory, N. C.  
SECOND PRIZE—Sr. Mary Stephen, St. Edmond H. S., Fort Dodge, Iowa

**PROBLEMS:** FIRST PRIZE—Ruby Lee Nelson, Iola (Kans.) Senior High School  
SECOND PRIZE—Anonymous (Minority groups—April issue)

(A) I HAVE OFTEN heard teachers say, "My department is used as a dumping ground for poor students," and, "My classes are composed of the weakest pupils in school."

A teacher who complains that her classes are not meeting departmental standards because all the students are below average in mental ability may be right; on the other hand, there is a possibility that the teacher is wrong. The students may be average and above in mental ability but poor in study habits; or the teacher may not be challenging the students; or the students may need extra counseling in subject elections, and so forth. An ability study would be of help to all concerned.

I read recently that in one school each student was asked to fill out a card giving his or her name along with the title of the courses. All cards were alphabetized, and the record clerk in the school office placed IQ scores on the cards. The scores were then tabulated, and the median IQ score for all students in the department was determined. For all students in the school, the median IQ score was 106.2; for those in the business education department, it was 106.8. The business teachers could no longer feel that the whole department was serving as a dumping ground for low-ability students.

Year after year, I have felt, along with many fellow teachers, that misfits were sent to me. I would like to hear what others think about this problem.

(B) WHY ARE THERE so many shorthand drop-outs? Some of the more obvious reasons are:

- Perhaps the student cannot fit the subject into his course.
- Perhaps some of the students who began shorthand have graduated.
- Perhaps some students who barely passed should not have taken shorthand.
- Perhaps some students were counseled for one reason or another not to go on.
- Perhaps shorthand is too hard for some of the students.
- Even teachers who are sincere and competent may not always make the subject interesting and likeable.

I would like some opinions from others in the profession. What do you think about this problem? It is certainly universal!

SISTER MARY ST. MONICA, B.V.M.  
Assumption High School  
Davenport, Iowa

### JUNE (1960) PROBLEM 1

The problem I face is not new, I suppose. Our school is small and, in order to take care of the demand for bookkeeping, Typing I, and Typ-

ing II, they had to be scheduled at the same hour. There are two advanced typing students and eight beginners.

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ing I does. But, particularly during the first months of school, both bookkeeping and Typing I need much attention.

They meet in the same room separated by a glass partition. How can I give the attention needed to both bookkeeping and Typing I students without loss of attention and unnecessary interruptions from one when I am working with the other?

DON PHILLIPS  
Buckholts, Texas

### Suggested Solution

Dear Mr. Phillips:

I do not think that I would try to solve this problem in the ways that have already been suggested in the Problem Clinic. One suggestion, however—to have second-year students help first-year beginners—is praiseworthy. It would help both groups of students if it were a necessary situation. I have used it, especially when illness unavoidably kept me out of school. No time was lost, and individuals in both groups benefited.

Before starting another year, I think the faculty and principal should get together and work out the problem along these lines:

1. Work out a curriculum in which no teacher would be teaching two subjects during the same period. As long as the classes are small, there is no reason why typing and bookkeeping could not be taught every other year. First- and second-year typing can be taught during the same period. The first-year students need the teacher's undivided attention. The second-year pupils in the same room would be more or less on their own. Prepare each minute of the period beforehand. Use a tape recorder and let the students get directions through the machine. When you wish to give time tests, it is a matter of only a minute or two to get the timing started. When you get the papers, mark and criticize with red pencil. For general correction, again use your tape recorder. You will take care of both first- and second-year typing if you handle it this way.

2. After a tentative curriculum is worked out, have the students, sometime in May, make out their schedules for the rest of the high school course. Mimeographed sheets should be passed out telling what is being offered in each year. (The incoming freshmen should also receive these sheets.) The sheets must go home for a combined work-out between parents and child. The parents' signatures must be affixed to the return sheets. One week should be allowed for this study.

3. Incoming freshmen should be

given IQ tests in order that the faculty may know what each is able to handle.

4. Again, the faculty must get together after checking returned slips and information obtained from students' academic folders to see if subjects have been selected wisely. If the faculty discovers that individuals are not able, because of low IQ's, to cope with a subject, the parents should be told the truth. If the parents still insist, then the teacher has the responsibility of giving the failing grade that is earned. If a child knows he has failed and still receives a passing grade, he is encouraged to take things easy.

Because of the very small number in second-year typing, perhaps it would be advisable to give typing in the sophomore year. It seems that most of the students want the course for personal-use reasons. If you must teach one or two in senior year, why not use the tape recorder while you are teaching bookkeeping, as long as there is a glass partition between the rooms?

SISTER MARY ST. MONICA, D.V.M.  
Assumption High School  
Davenport, Iowa

### JANUARY PROBLEM 1

MY PROBLEM is what to do with students who will no longer benefit from remaining in class—the few failures who are so hopelessly lost that no amount of tutoring or extra work will carry them through.

When I ask that such students be dropped from classes, my administration agrees, but adds, "We would like to take them out, but we have no place to put them." In our school, we have a rule that no one has more than one study hall. When students are dropped, study halls become overcrowded and students are without enough credits for graduation.

I have been toying with the idea of having a "swinging" class—a class in which a unit of work could be completed in nine weeks. Students would be required to take two of these nine-week courses for a ½-unit credit. Students would enroll for the semester course, and dropouts from other classes would be allowed to enter at the end of nine weeks. The regular class would terminate at the end of the semester; those who entered at the end of the nine weeks would remain for an additional nine weeks in the next semester. Also, the semester failures would be allowed to enter the course and continue through the last semester.

Do you find this idea fantastic? If not, what do you think should be the nature of such a course? Schools that

don't offer general business could easily work out course content using a general business text. For the school that has general business courses, the course I have in mind would entail some planning. I suggest nine weeks of economics and "buymanship" and, in the other nine weeks, a smattering of law, math, and spelling.

I would like your opinions, suggestions, and ideas on material to be taught. Colleges could plan workshops around course content. How about it? Publishers, do you see material for a new text? What shall such a course be called? Or is it just a pipe dream?

RUBY LEE NELSON

Iola Senior High School  
Iola, Kansas

### Suggested Solution

Dear Miss Nelson:

The problem of what to do with the students who cannot keep up with the class and eventually drop a particular course is not, strictly speaking, a problem for the teacher alone to solve. I should like to suggest what might be called an indirect approach to the situation—an approach that, if it were given time and consideration, could clear up the situation somewhat. The problem should be given careful consideration not only by teachers but by school administrators and textbook publishers as well.

There can, of course, be any number of reasons why a student lacks interest in or fails a course. First of all, back of every course lie basic fundamentals, which should be well within the student's grasp as he pursues a subject. In other words, he needs a working knowledge of common basic principles peculiar to that course. For example: A bookkeeper cannot balance his books or arrive at correct totals within a reasonable time limit if his figures are so slovenly written that a "7" is misread for a "4" or a "5" is misread for a "0." It has been determined through research and surveys that business firms suffer yearly losses because of poor penmanship (particularly penmanship involving figures). Department store owners experience daily losses through carelessly written sales slips—again, a situation based on figures. Here is where the textbook publishers and authors enter the picture.

Publishers and authors: Give us penmanship copy books comprising practical penmanship specimens, *not printed*, in the form of ordinary everyday business-form data—from checks, vouchers, invoices, sales slips and office memos to letter and paragraph writing.

School administrators and teachers: Make penmanship a required subject

—and beware of offering a short course in penmanship.

Likewise, speed and accuracy in typing figures is of utmost importance in business. I shall never forget my first on-the-job assignment. My employer placed before me a page of statistical material peppered with column after column of figures. The tabulations were so wide, long and complicated that it necessitated my using a typewriter with an extra-long carriage. Did I have a problem? Emphatically, yes! My previous training in typewriting had given me very little drill work in typing numbers and symbols. Although I could type 60 words a minute on a 15-minute timed writing from straight copy, I was hopelessly slow when typing statistical material. I had only a fair knowledge of the numbers and symbols.

Publishers and authors: Why not revise the typing texts or supplement them with more units on statistical material and business forms, and also include speed and accuracy timings on figures? Great stress always has been, and still is, placed on sustained typing from straight sentence copy material. Would there be anything anti-pedagogical about requiring a student to pass a timed writing based primarily on figures? Doesn't business "talk" in figures?

Teachers and administrators: Require your students to turn out more units of work on practical business data comprising figures; then follow it up with timed typing tests on figures.

It has been said that a stenographer who can spell is worth her weight in gold. Far too many of our present-day students not only have spelling difficulties, but their shorthand outlines are so ill-proportioned that they are at a loss to read them. This situation often results in an unmailable transcript. There must be a place somewhere along the line for a course in which the students' shorthand outlines can undergo a refining process. After all, isn't high-quality shorthand penmanship as essential to a stenographer as high-quality longhand penmanship is to a bookkeeper?

Publishers and authors: Isn't it advisable to supplement the shorthand course with a text devoted solely to shorthand penmanship—one containing proportion drills and word-sequence groups?

Furthermore, a student of transcription might fail or drop a course mainly because she has not mastered the art of proofreading.

Publishers of business textbooks: Wouldn't it be advisable to publish a text devoted exclusively to the subject of proofreading? This text would

(Continued on page 29)

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## ELIZABETH T. VAN DERVEER

Montclair State College, Upper Montclair, N. J.

**B**ECAUSE one of the best ways to learn is to do, we inaugurated a Gregg Notehand class in the Montclair College High School at Montclair State College last September. In order to help you in interpreting my evaluation of the experience, let me give a brief description of the make-up of the class.

The college high school is a small academic junior-senior high school that admits thirty students—fifteen boys and fifteen girls—each year. College High classes are used for observation by the college students who are preparing to teach; therefore, we seek, and secure, a cross-section of abilities from among those who apply for admission. In the ninth grade, one period a day for a full year is allotted to a class entitled Business 9. This course carries five credits toward graduation. It has been offering personal-use typewriting, some form of notemaking, and general business. It is now in its third year and is thoroughly approved by students, faculty, parents and school administrators. It was natural to use Business 9 to try out Notehand.

Here, then, are some personal opinions based on experience with this one high school class.

It is safe to say that, by the end of the year, this class will have spent from one-third to one-half less time with Notehand than it would have spent if it had met for five periods a week for one full semester. Because people always want to know how the time is divided in Business 9, here is an approximate breakdown of this year's activities:

From September to Thanksgiving, approximately 20 minutes a day four days a week, plus one full period a week, were devoted to Notehand. In minutes, this totals slightly less than the equivalent of three full periods a week.

From Thanksgiving to the end of the first semester, we continued the one full period a week; but the earlier 20-minute, four-day-a-week interval varied from a mere announce-

ment of the next day's lesson and a review of the new theory to ten or fifteen minutes of transcribed homework on the typewriter three days a week. This approximates one and one-half to two periods of work in Notehand each week.

Since the beginning of the second semester, we have confined the Notehand allotment to one full period a week. The class members and the teacher plan the weekly assignment so that students do some homework every day in order to maintain and develop Notehand skill—they copy from the key into Notehand, read from the text, review theory, transcribe on the typewriter. Any one of these activities will maintain Notehand skill. The student does have the advantage—limited though it may be—of using his skill under supervision after completing his study of theory. This is important if he is to automatize much of the system.

**What About Theory Changes?**

Differences between Simplified and Notehand are of no consequence to the Notehand student, because he has no knowledge of Simplified and is unaware that there have been changes unless someone (usually his teacher!) tells him. To the student making notes on his reading, longer outlines are no handicap. They may handicap the teacher's writing temporarily, but not for long. (Witness how many teachers have accepted and are using the revised Gregg outlines when they teach Simplified.) The longer, less-abbreviated outlines of Notehand are easy to read, to write and to remember.

Learning of brief forms has been tremendously simplified, and identification of many words is more certain. For example, the old confusions of "you" and "your," "is" and "his," "form" and "from," along with many others, no longer exist. Also, most brief forms now have only one meaning. Transcription, oral or written, is more accurate; and learning time is reduced. (Continued on next page)

# Ninth-Grade Academic Students Learn NOTEHAND

No special preparation  
is necessary for the  
shorthand teacher who  
will teach Notehand,  
says this experimenter

## NINTH-GRADE ACADEMIC STUDENTS LEARN NOTEHAND (continued)

After the Business 9 students had been writing for some time and were beginning to formulate their own outlines with less frequent reference to the plate copy, they showed a desire to learn some rules—especially for circle joinings. We reviewed circle rules during one period; I provided sentences that illustrated each rule. Since then, we have given no attention to rules except for an occasional reference when there is a question about an outline. Perhaps the class was “ready” and rules were useful at the time they were presented. Will this attitude appear in the next class? Only time will tell.

### Results—The Student Aspect

**READING:** Reading skill development was rapid with Notehand. Recognition of outlines and learning of brief forms were accomplished with little fuss. Because of the limited time available for presentation of new theory at the beginning of the course, each day's reading was arbitrarily set at two pages of the text. This cut the already short assignments into two parts—a procedure that would be unnecessary for a class that met for a full period. Although it lengthened the time required for learning theory, this modification was quite satisfactory in Business 9. (Incidentally, extent of vocabulary—in longhand—was noticeably greater in this group than in classes of business students that I have taught.)

**WRITING:** Transition from theory to writing was made as soon as the students became restless with reading only and showed that they needed to “feel” as well as to “see” and “say.” The changeover to writing was accomplished with the customary fascinated interest displayed in any shorthand class.

**PENMANSHIP:** The fluency of writing displayed by many class members during class practice and the quality of their written homework have been beautiful to see. Teachers in my graduate classes have found it difficult to accept the fact that the notes belong to ninth-grade students. There is strong evidence that students recognize good outlines produced by classmates and endeavor to achieve similar skill. Boys do as well as girls or better. The shorthand penmanship

of these students is better than their longhand penmanship. Why? I am not sure. The class members appear to have accepted the idea that they are learning a new system of writing and can forget old habits. I think the class as a whole has demonstrated unusual perception in seeing outline differences. Whether this is due to native ability or good work habits, I don't know.

**PERSONAL NOTEMAKING:** The most gratifying result of Notehand to both teacher and student is the use of shorthand in class notes. Business 9 students started almost immediately to use whatever Notehand they could write. By now, notebooks for other subjects are increasingly spotted with good-looking, readable shorthand notes. In fact, one problem has been to make sure students do not write shorthand notes exclusively, as does anyone in love with shorthand, but follow instead the excellent suggestions for notemaking in the text.

The text emphasizes that some longhand should be used for main topics and the introduction of new ideas, or of names of people and places, even after Notehand skill is achieved. (For one thing, it is easier to spot sections for review if key words or phrases are written in longhand.) Other suggestions—writing across the notebook page, leaving lots of white space, and so forth—have to be practiced before the student can follow them efficiently. He has little difficulty in understanding, but he does not usually apply the suggestions to his own work unless he is given supervised practice in doing so.

The ten chapters on taking notes are well done, and those sections that deal with the preparation of reading cards, bibliography and notemaking for research are especially important.

The ninth-graders showed less resistance to trying to learn the research techniques suggested than many college students I've had. With further opportunity for practice, they should learn how valuable the suggested research techniques really are. This is all any teaching can do—introduce and apply new ideas briefly. Whether or not the student really makes them his own depends on individual interest and ability.

**ACHIEVEMENT:** In spite of the high interest, there were marginal successes (or failures) in this class at the end of the first semester. These were typical cases—students who couldn't spell (in most cases they couldn't distinguish sounds and thus had trouble with the early learning of Notehand), students with questionable work habits and two or three “late bloomers.” If it were not for the fact that it was considered desirable to introduce these students to another system of notemaking at the beginning of the second semester, I would have planned that they repeat Notehand theory on their own. I am sure that, the second time around, they would have achieved better results in learning and using the symbol system. Although the poor spellers would have continued to have trouble in transcribing their notes until they were taught to spell, they as well as the “late bloomers” and those with poor work habits have now learned the discipline required to master shorthand. This would have helped them greatly in a second try.

### Results—The Teacher Aspect

**GENERAL OBSERVATIONS:** This first year's experience with Notehand has been exciting, and we are making plans to repeat the experiment next year.

Now I *know* that Notehand can be taught without special preparation by those who already know shorthand. A workshop or some other form of group study might add confidence, but it is not necessary. Students like to catch the teacher in an error—and the teacher need not feel disturbed, because such incidents are excellent signs that students are learning.

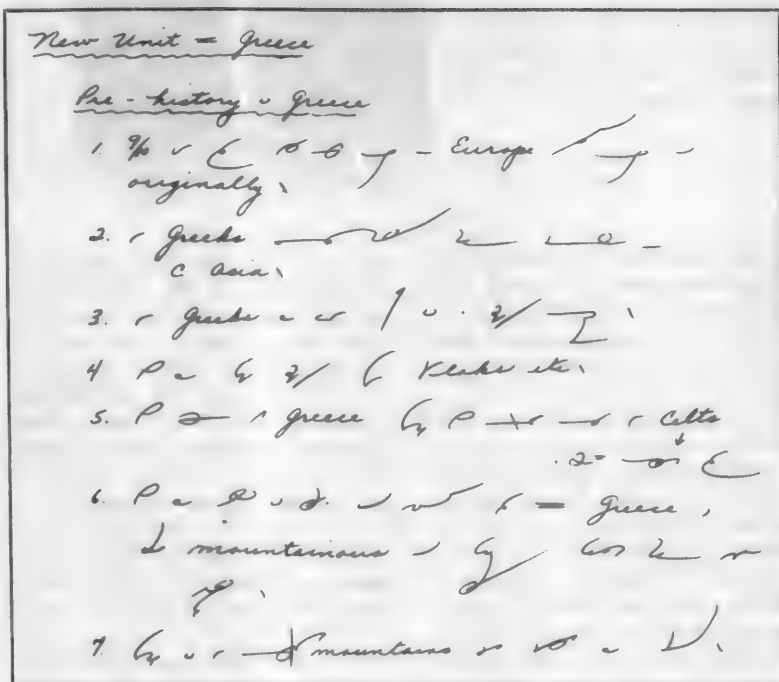
As for the occasional uncertainties and frustrations of the year, I think I created them myself—as usual. In my zeal to keep everyone working to capacity, I occasionally asked students to do things for which they were not ready. Writing from the key is one example. I shall delay this activity longer next year; I may even wait until the theory is completed. Also, in regard to transcription on the typewriter, better accomplishment by the student and greater satisfaction for the teacher will result if the portion to be transcribed is selected

with considerable care. In beginning transcription, special vocabulary and conversation (which are typical of many of the reading exercises) are not fair transcription assignments, even though they have been part of the day's homework. What all this adds up to is that I must learn (even after all these years of teaching) not to expect too much too soon, and I must be able to define "too much" and "too soon" in terms of each class.

As far as Notehand theory is concerned, it is inserting itself into my recently learned Simplified theory. The changes are sensible. (Several groups of teachers who have had the changes reviewed for them at meetings I've attended have nodded approvingly each time a change was presented. They knew that the changes reflected the things the students do anyway—for example, writing *df* for the *def* blend, eliminating the confusing *tify* ending, using the upright *o* before *r* and *l*. It will be very easy for me to incorporate these changes in my writing, just as I dropped Anniversary for Simplified. My hope is that someday Gregg will put the best of all three together in a basic shorthand for everyone. If this were done, a student might, after studying Notehand for personal use, branch out into a more highly abbreviated system for vocational use, much as court reporting shorthand is built upon an Anniversary or Simplified base.

**SPEED DICTATION:** I honestly tried (and rather successfully, I think) to follow the instruction that Notehand is not for speed development. I can see the need to ignore speed development in teaching shorthand for notemaking—it has no place. However, in spite of this acknowledgment, students like to try for speed. In fact, one evidence that Notehand is important to them appears when they realize that they can write Notehand faster than longhand. I did enough speed dictation to reveal this, and a little more, in Business 9. Regardless of the expressed purpose of the authors of Notehand, some of my students are sure they will use Notehand vocationally when they attend college or seek summer jobs. They would spend all their writing

(Continued on page 32)



**THIS SAMPLE** shows how effectively one of the ninth graders was able to put his Notehand to work in a history class.

**MISS G. E. YATES**, principal and owner of Gregg College in Liverpool, poses before her school for the author.



## CHARLOTTE JORGENSEN

Denby High School, Detroit, Mich

# "For an 'a,'

**T**HE DOORBELL I was ringing in Rodney Street, Liverpool, England, was that of the Gregg College. It was a cold January morning, but a feeling of warmth had enveloped me already.

Just two days before, I had posted a note to Miss G. E. Yates, principal and owner of the College, asking if I might pay the school a visit. Her cordial response by phone fixed the date only one day later.

We had arrived in England in August, my husband having accepted an exchange teacher assignment under the Fulbright Program. The ensuing months had been exciting, busy ones "settling in" in a lovely little semi-detached English home, entering my teen-age daughters in the Wirral County Grammar School for Girls, orienting myself to life in a different land and being "just a housewife" there. By this time I found myself well into the routine of "elevenses" (tea and cakes) every morning with my English neighbors, looking forward to my daughters' arrival from school for "dinner" from 12:00 to 1:30, catching the BBC school series on the "wireless" as I did the "washing up." (I had even begun to consider myself quite expert at tending the coal fires.)

I had been the envy of all my friends and teaching colleagues back in Detroit when I announced that I was taking a leave of absence for a trip to England—getting away from it all for a whole year! But now I had to admit it—I was *lonesome* for Gregg Shorthand!

I had hardly removed my finger from the bell when the door was opened by a smiling student-recep-

tionist, who called me by name and expressed pleasure that I could come. Seconds later Miss Yates appeared, repeating the welcome extended so graciously by her well-trained pupil.

A cursory glance at the paneled wall in her office revealed the dedication of this wonderful lady, for there I saw numerous framed certificates and awards that have brought honor to her school. And looking down at us pleasantly from a large framed photograph was Dr. John Robert Gregg, whom my hostess had known personally.

"Oh, yes," said Miss Yates, "Dr. Gregg's first school was here in Liverpool . . . over on Dale Street near Exchange Station." (I was later to learn from her that he had sold that school for forty pounds at a time when he needed money for his mission to introduce his shorthand in America.)

### Where It All Began

The story of Dr. Gregg's early efforts had never seemed so poignant as at this moment, for it *was* in this very city, Liverpool, that, at the age of 19, he had borrowed ten pounds from a brother to publish his system, had taught it in his small "walk-up" one-room school to individual students. Their skill had been satisfying, but he knew that more rapid progress in popularizing his system could be made if he offered it in the New World. The rest is history, of course—Gregg Shorthand is now taught in the public high schools of more than 13,000 of our towns in the United States and in 1,400 business colleges, 1,400 parochial schools and 1,500 junior and senior colleges.

It was difficult for an American shorthand teacher to "sort out" the fact that tradition-bound England still teaches the Pitman system more generally; that (with the exception of some night school classes) Miss Yates' Gregg College was the only school within a 40-mile radius of Liverpool where I could observe Gregg being taught. This, despite the fact that Liverpool's Gregg College has a waiting list; that firms who have hired Gregg girls there request them when replacements are needed; that Gregg-trained mothers enroll their daughters with Miss Yates.

Classes were in session. We entered a shorthand dictation class that had been in progress at the time of my arrival. My new-found feeling of importance was further enhanced as every student rose. "Class, meet Mrs. Jorgensen, who has come all the way from America to visit us." "Good morning, Mrs. Jorgensen," chorused the group with enthusiasm.

When they were again seated, their teacher asked two young ladies to give up their seats, which were nearest the fire, so that their guest might be seated there. "I know our American guests miss their central heat," she said.

The chalkboard was filled with previews in impeccable shorthand as she dictated at 60, then 80, then 100. I might have thought myself in a business classroom in Chicago, San Francisco or New Orleans, except for the pleasing English accent.

Between classes we toured the building: the cloakroom where students hang their wraps, the lunchroom with its small, intimate tables, the little kitchen where tea and coffee

*An American shorthand teacher in England  
goes to Liverpool, where Dr. Gregg established his first school*

# think of the half crown...

are prepared, and the large room upstairs that was being colorfully furnished as a lounge for the students.

The key was turned for a large room still higher, the "examination" room. An accredited English school at secondary level, Gregg College complies with the Ministry of Education regulation for a central examining board to provide and score the end-of-term exams. These are two to two and one-half hours in length in each subject. One year, not so long ago, the highest score made in Britain in an English course was attained by a student at this Gregg School!

From the windows of the empty examination room we looked down to busy Bold Street, Liverpool's main shopping thoroughfare, and on to the world-famous Cunard and Liver buildings at Pierhead on the River Mersey. At closer range stands the shell of a once-beautiful church that was badly damaged during World War II. For a moment we stood silent.

## Surviving the "Blitz"

The "blitz" had leveled the very building we were standing in, too. One morning in those dark days, my hostess had come to school to find that there was no school. "I had not even a pencil," she said. Then her eyes brightened. "But do you know, Mrs. Jorgensen, later that same day a parent enrolled her daughter in my school! So you see, when people have that sort of faith in you..."

The bell sounded and I was taken to a typewriting class. The students again rose from their machines for an introduction; the typing mistress was equally gracious. She showed me the work they were doing, exhibited their

speed charts and mentioned their ultimate goals. "But how do you do it in America?" was a frequent question. (In discussing the scoring of timed writings, she queried me about my use of the word "strokes." The English call them "taps"—a well-chosen term, I'm sure you'll agree.)

Minutes later it was time for the tea break, and I again joined Miss Yates in her office. While the others went to the lunchroom, the two of us had comfortable chairs before her fireplace, and her student-secretary served coffee and biscuits (the English term for cookies). It was explained that this is a necessary bit of training for an English secretary—that is, being able to prepare and serve tea and coffee correctly to her employer and his clients and guests.

We talked of many things—problems in spelling, penmanship, homework... You can see that such issues aren't confined to our side of the Atlantic after all!

Returning to the classroom, we met the beginning shorthand students. I took rapid notes because the techniques fascinated me: "Make your *a*'s large, keep your *e*'s small... Think of the half crown as compared with the threepenny bit.

"Before or after a straight line, join the circle with clockwise motion... For this movement, think of twenty-five to six..."

"Leslie, if your clock doesn't move that way, better take it to the menders."

Volunteers took their places at the chalkboard. A young man named Neville was asked if he would go to the office for more "dusters" (cloths to erase the board). "Yes, Miss Yates,

with pleasure," this gallant student had replied. Class rapport was excellent. "He'll make a good husband, won't he, girls?" the mistress commented.

They demonstrated how they "build up" words: "a, a-tuh, at," "a-duh, add," "gay, gay-a, gay-a-t, gate."

"Remember, at the commencement of the word, join the circle thus..."

The teaching was interspersed with stories of why Dr. Gregg chose this stroke and that—all from a teacher who had had the fortune to have been trained by this great man.

The *ses* outline was introduced. They were told how Dr. Gregg went to the earliest form of writing to find this. "It is shaped like a snake; it stands for the *ses* sound a snake makes."

## News from "The Other Side"

Then I was given an opportunity to tell them about our American shorthand classes. There were more questions than time, but I thoroughly enjoyed this interchange of ideas at student level.

I accepted the cordially extended invitation to return at a later date when this group would be taking dictation. At that time, they were eager to have me tour the room for a look at their now-polished notes. Then, too, Miss Yates was to tell me of recent placements of Liverpool Gregg graduates at the British Embassy in Switzerland and with a firm in Lima, Peru.

"One never knows where Gregg Shorthand may take him..."

But no place could have been more fascinating for me than its birthplace—Liverpool, in Lancashire!

# WHY WRITE FOR PROFESSIONAL PUBLICATIONS?



Personal and professional rewards accrue to the teacher who writes for business education magazines

**BILL G. RAINEY**

Murray State Agricultural College  
Tishomingo, Okla.

## 1. THE "WHY" OF PUBLICATION

**L**AST YEAR I made a study of the status of professional writing in 129 colleges and universities as it relates to employment, promotion and salary. I do not intend to present the results of my investigation here; however, I want to mention one or two significant points revealed by the study that are relevant to this article.

I asked the presidents of the 129 colleges and universities if professional writing had a favorable effect on employment, promotion and salary in their particular institutions. The affirmative response, by categories, was: junior colleges, 40 per cent; senior colleges, 90 per cent; universities, 100 per cent. Also significant was the fact that over 95 per cent of the presidents expressed admiration for the teacher who had the ability, interest and perseverance to write in addition to his teaching and other duties.

Although professional writing is not a requirement for employment, promotion or salary increases at the elementary and secondary levels, it is logical to assume that here, too, the person who puts forth the extra effort necessary to write for publication will be looked on with favor by superintendents and principals. At any level, it is good publicity for the school to have a writer on its staff.

In line with my own long-standing interest in encouraging teachers to write, I recently surveyed sixteen outstanding business educators, requesting these leaders to give their opinions of the advantages of a classroom teacher's writing for the professional journals. Collectively, these educators have written close to 1,200 journal articles in addition to numerous textbooks, monographs, and so forth. Because there was, as might be expected, some duplication in the points they made, I shall present their answers in the form of a summary:

- The writer cultivates the habit of sharing with other teachers his teaching problems and successful experiences.
- Writing keeps the teacher's enthusiasm and satisfaction in his work at a high pitch.
- Writing articles of recognized quality enhances the value of the teacher to the employing institution and sometimes leads to other opportunities to be of service to the profession.
- Writing helps to keep the teacher up to date in his field, since, in order to write, he has some obligation to evaluate critically what others have written on the same or similar subjects.
- The writer profits from the exercise of pulling his thoughts together and expressing them coherently.
- Writing enables the reader to judge the writer's ability to deal with a given professional topic.
- Writing makes possible greater professional contacts by introducing the writer and his ideas to readers.
- The writer achieves recognition and enjoys esteem.
- A minor success in writing often leads one to attempt new and better ideas.
- By his writing, an educator increases his chances of qualifying himself to become a leader in his profession.
- Writing develops an appreciation of research and report writing and is a demanding intellectual activity if it is properly done.
- Writing contributes to the development of one's personality.
- Writing makes the teacher thoughtful—and therefore more effective—in regard to his own teaching, if only "to have something to write about."
- Writing rejuvenates the teacher's interest in his own

professional status and activities, and in his regard for professional leadership by himself and by others.

- Writing encourages one to experiment and to be creative.

- Writing helps to sharpen and crystallize the teacher's thinking in connection with what he is doing and attempting to do in his own classroom.

- A teacher who writes with insight will stimulate his fellow teachers by communicating his ideas and experiences.

- By recording in words what he believes, the teacher is frequently able to see his thoughts more vividly, to note relationships heretofore unobserved and to raise significant questions still unanswered.

- Weaknesses and fallacies in thought are revealed when one attempts to write.

- Through research and experimentation that culminate in writing, new knowledge is discovered and made a part of the culture.

- A bibliography of articles written is a valuable asset when the writer is applying for a new position or is being considered for a promotion or a higher salary.

## 2. THE "HOW" OF PUBLICATION

On the assumption that the first part of this article has convinced you that there are many good reasons why you should engage in professional writing, let us now consider a few suggestions of some of the nation's leading business education writers concerning the development of the basic idea for your article.

PAUL S. LOMAX, *Professor Emeritus, New York University*: Write on a subject which represents your most successful experience. Keep in mind that the most commonplace teaching experience which comprises an article is oftentimes the most valuable and helpful to most teachers.

M. HERBERT FREEMAN, *Montclair (N. J.) State College*: Be sure that your article will make a contribution to the literature in the field. It should contain at least one new or unique idea or thought.

F. WAYNE HOUSE, *University of Nebraska*: Plan in terms of preparing a short article. You probably have a much better chance of getting a five-page article published than a ten-page one.

HARRY HUFFMAN, *Virginia Polytechnic Institute*: The modern reader has little time to ponder abstract statements, so keep your style and organization such that the average reader can get your point easily. Have your budding manuscript read by several critical teachers, who may be your potential readers. Thank those who ask you the most searching questions and raise the most objections; be wary of those who say your manuscript is good. Critical readers will give you the clue for saying clearly what you want to say; noncritical readers will lead you astray.

GLADYS BAHR, *New Trier (Ill.) Township High School*: If you are writing about teaching techniques, combine in one article or chapter all the techniques, materials and evaluations you have used in your classes on a specific unit or area. Give the reader the opportunity to choose what is best for his teaching.

GERALD MAXWELL, *San Jose (Calif.) State College*: Begin by writing something down—even on scratch paper—keep adding to it—outline—add—outline—work out a typed draft—let it sit for two weeks—then do the final draft.

J. MARSHALL HANNA, *Ohio State University*: Let an article season before sending it in—that is, write it, polish it as best you can, then put it away for a couple of weeks. Invariably when you come back to what you thought was a finished article after several days' or weeks' interval, you will note several improvements that can be made in the article.

ARNOLD CONDON, *University of Illinois*: Don't be afraid to express yourself naturally. If you have a sense of humor, use it.

In other words, let your writing express your own personality instead of trying to imitate another person's formal style of writing.

SISTER M. THERESE, *Madonna High School (Aurora, Ill.)*: Write just as you would talk. Your readers want to know the details you would say. You may think they are insignificant, but your readers will be looking for them. Clarity is the key to understanding. If the short word says exactly what you mean, don't use a more important-sounding word. Simplicity leads to clarity.

MARY WITHEROW, *St. Louis Public Schools*: Don't become discouraged if your first efforts are not accepted or if you are asked to revise your efforts—writing is not easy.

ELIZABETH T. VAN DERVEER, *Montclair (N. J.) State College; Editor, Journal of Business Education*: Be ready to accept criticism; learn from the writing of others in all fields. In other words, READ!

MARY ELLEN OLIVERIO, *Teachers College, Columbia University*: Begin your professional writing about some aspect of your work that is of intrinsic interest to you. Writing that is forced is often dull and pedestrian even to the writer! Even though the writer has a deep and sustaining interest in what he is writing, he will generally encounter difficulties in the actual process. The basic interest is a prerequisite to remaining with the writing task until it is accomplished to the writer's satisfaction.

Be aware of the writing in professional journals. Attempt to determine, on your own, what makes an article valuable to you. Also, note the weaknesses of articles that don't appeal to you. Be a critical reader. Ask questions of all you read which will help you assess the particular article as a piece of professional writing.

ALAN C. LLOYD, *Gregg Publishing Division, McGraw-Hill Book Co.*: Start with small articles that simply embody an idea. Grow through short articles that deal completely with a very small thing. Don't make the common mistake of trying to change the whole curriculum pattern with your first article.

Study the market before you mail your writing. No two magazines are in the market for the same kind of writing; pick the magazine for which your material is suited rather than pick the magazine you would most like to have your name displayed in.

H. G. ENTERLINE, *Indiana University*: Follow basic rules of good writing—don't try to be philosophical. Avoid wordiness—write naturally in your own style, avoiding awkward use of long, cumbersome words. Don't be critical—anyone can criticize anything. Be constructive—write on a subject you know something about. Be exact in using statistics of any kind. Don't plagiarize—be honest—submit a manuscript to one publisher at a time only.

VERNON A. MUSSELMAN, *University of Kentucky*: When you observe or develop something new that you think would help other teachers—share it through one of the professional journals. You must start somewhere—after you have written your first article, ask your major professor to read it and give you suggestions for its improvement.

RAY C. PRICE, *University of Minnesota*: Although it is better to write a few articles of quality than many mediocre ones, no one should allow a desire for perfection to keep him from publishing anything. Anyone who writes should avail himself of the tools of the trade and use them—a good dictionary, a thesaurus, a writer's handbook, a dictionary of contemporary usage, etc.

No one should be hesitant about writing because he feels that what he has to say is not important enough to interest readers. Few articles appearing in our professional publications contain world-shaking messages. But it is because of business teachers' willingness to share what may sometimes appear to them as common everyday experiences that business education continues to progress.

WILLIAM M. POLISHOOK, *Temple University*: Write simply and about things you know well.

## Organization and Form

The various magazine publishers have adopted fairly uniform procedures relating to the setup or form of arti-

## WHY WRITE FOR PROFESSIONAL MAGAZINES? (continued)

cles submitted for their consideration. It is best, of course, to contact the specific publication to which you expect to send your manuscript in order to determine the exact form it wants; but if you follow the suggestions outlined here, your article will probably be in a form considered acceptable by most of the publishers.

- Use standard typing paper (bond), size 8½ x 11 inches.

- Manuscripts must be typed, preferably with a well-inked black ribbon.

- Double-space the material except for quotations, which are ordinarily single-spaced. (Some publications may prefer that these be double-spaced also.)

- Top and bottom margins should be one inch, the left margin one and a half inches, and the right margin approximately one inch.

- Number the pages.

- Type and center the name of the article at the top of the first page, with your own name, title and school address centered below it.

- It is helpful to indicate at the top of the first page the approximate number of words in the article.

- Do not mail manuscripts in bound form if you can avoid it. Most editors prefer that the pages be held together with paper clips only.

- Although some authors submit manuscripts with minor corrections made in pen or pencil, it is preferable that you exert the necessary effort to retype pages that must be corrected.

- Keep a carbon copy and mail the original to the magazine you have selected.

- Be sure that you head all tables properly and type them in an attractive, readable form.

- Try to break down complicated tables into several simpler ones for the sake of clarity and printing flexibility.

- The asterisk or letters are used for table footnotes by most writers.

- Note whether the journal to which you plan to submit your manuscript seems to prefer articles of more or less standard length. If it does, you might wish either to tailor it to the publication's needs or to consider submitting it elsewhere.

- If you are enclosing photographs to illustrate your article, send only original photos; re-photographed pictures will usually not reproduce satisfactorily. Do not mount your photos on typewritten pages but enclose them in the same envelope with your manuscript. Indicate the captions to be used with the photos on their reverse sides. Do not write on the photographic image itself, because this will interfere with reproduction. It is easier to reduce photos (in terms of retaining quality) than it is to enlarge them, so try to send photos that are larger than they will appear after being reproduced.

- Use black ink (regular or india) to draw sketches, charts or anything else to be reproduced that is not typed. Generally speaking, colored inks do not reproduce as well as black. (In the case of elaborate charts, it might be well to inquire whether a publication's own illustration department can prepare finished artwork from your rough sketch. If not, you might be wise to have a draftsman or artist do the work for you. Remember that your article may be identified with you for many years.)

- Footnotes should follow each other in numerical order on the page and throughout your manuscript. There should always be the same number of reference figures on a single page of the manuscript as there are footnotes at the bottom of the page, unless you use the alternative method of footnoting in which the references appear at the end of the manuscript in the form of a bibliography. Consult the journals as to their wishes, or follow any recognized method found in a thesis manual or English text. As a general rule, it is best to keep footnotes to a minimum, since most magazine articles are not formal reports of research investigations.

### Miscellaneous Suggestions

I hope that these final suggestions will be of some value to you in your professional writing.

- Be ready to accept criticism from editors and readers alike. You can learn a lot if you accept criticism and make up your mind to profit by it. Editors do not like to criticize; when they do, it is because they want to help you and themselves. After all, isn't criticism preferable to the word "Rejected" stamped on your manuscript?

- Don't be discouraged if your first few attempts are refused. Keep trying. Successful writers aren't "built" in a day.

- Don't submit the same article to more than one publisher at a time. Wait until you have a definite refusal from one publisher before sending your manuscript on to another. If two publishers accepted the same article, it would be embarrassing for all concerned.

- Give the editors sufficient time to read your manuscript before you begin writing them about it. They may be very busy at the time your manuscript hits their desks. It is to their advantage to notify you as quickly as possible; after all, they have a magazine to get out, and your article may be just what they need for the next issue.

- Enclose sufficient postage so that, in the event the editor is not interested or cannot handle your article in the near future, it can be returned to you for possible submission to another publication.

- Do not flood the journals with a bunch of "overnight" articles simply because your first effort was accepted. Many writers have made this mistake. Your first article was probably accepted because you had something worthwhile to say and developed your idea carefully. Do the same with all your subsequent articles and you will continue to receive acceptance letters.

- Do not play the role of a fool by writing an editor who has rejected your manuscript to tell him that another editor with a more highly developed mind has accepted it. This approach will accomplish nothing—and remember that you may want to submit something to that journal again sometime.

- Bear in mind that many good articles are rejected because a particular publication has a heavy backlog of articles yet to be published, because the article does not fit in with the theme adopted for the next few issues, or for any of a number of other reasons.

I have one final suggestion to offer. In writing an article, when you have said what you have to say—stop!

I shall now stop, adding only this note: Here's hoping that I may soon be reading what you have to say.



**PAYING FEES** to Superintendent Keith Davis are: Earl Evans, operator of dry-cleaning plant; Gertie Marlin, housewife; Maxie Bolser, assistant to city clerk; Nell Webb, tax collector; Ruth Watson, bank employee.

## We Gave An Economical Typing Course For Adults

**OPAL HEATHERLY**  
Rich Hill (Mo.) High School

**T**HERE had been a demand for an adult typing class in our community for some time. Finally some of our adults who had not had typing in high school asked our superintendent directly if this would be possible.

As usual, finances were the first factor to be considered in regard to an adult education class. The problem was brought before the board of education, since school property was to be used.

Our board and administration are glad to open our school property to anything that will be of value to the community, so they were quite willing for us to use the building and the typewriters.

To begin with, there was the small additional expense of heat and light in the evening to be considered. As for books, our typing books are purchased by the district and a small fee is charged to each student who uses them. We change our books often, so we found that we had on hand enough typing books that had been used previously to supply this group. This was helpful to the adults, because they could purchase or borrow the books and continue their work after the course was finished.

The largest item was a fee for the instructor. In our state, the only adult classes financed by the state or Federal government are vocational home economics and vocational agriculture. Even in these cases, a small fee is charged each student for the use of

the equipment. There was no way to pay the instructor and meet the other expenses except to assess each student; and this is the policy we followed. Our superintendent found that \$10 per student, with a minimum of 15 students, would take care of the expense.

We ran a small notice in our local newspaper explaining the situation and setting a time and place for our meeting. Our superintendent met with us the first night and handled the fees. The adults received their tuition receipts from his "big book" just as the "kids" do. Nineteen adults enrolled, and all of them finished the course.

We met for ten Monday evening classes from 7:30 to 9:30, taking a five-minute break at the end of the first hour. (Students brought coffee and cookies.) We found that our financial arrangements worked out nicely. The instructor was paid well for her time, and the students felt that the course was worth the fee; so everyone was happy. (Incidentally, there was a minimum of wear and tear on the typewriters with this group.)

During the course, the adults learned the keyboard, vertical and horizontal centering, the operative parts of the machine, tabulation and the rules of typing punctuation that they needed to know for personal use. Many of them wanted to know how to type symbols and characters

that were not on their machines at home or in the small offices where some of them worked—such things as the plus sign, the division sign, the exclamation point, the equals sign, fractions that were not on the keyboard, and many other symbols that would not immediately occur to a teacher. (In this respect, they were just like their children.)

This particular group practiced at home rather intensively. Since our books were not used in the classroom, the students could take them home. Of course, their practice time was limited, since we had some busy people in the class—for example, the owner and operator of our local dry-cleaning plant, a bank employee, a receptionist in an undertaking establishment, a beauty parlor operator, a city clerk and her assistant, a tax collector, a gift shop operator, a cook in the school cafeteria and an assistant in a laundrette, not to mention two store clerks and seven housewives whose husbands farm or are in business. We felt that, after they knew the keyboard and a few basic facts, they could work up enough speed to take care of their individual needs.

The course aroused the interest and enthusiasm of the class members and the community as a whole. Who knows—maybe the whole town feels a little closer to the school and its problems now. It was fun, too—at least, the instructor thinks so.

Although bookkeeping students will probably not be able to absorb these concepts directly, the teacher can use them to convey better understanding and appreciation of the subject

## TO HELP YOUR BOOKKEEPING STUDENTS—

**A**LL TOO OFTEN, bookkeeping students think of the subject largely in terms of mechanical procedures to be followed religiously, without really understanding any of the concepts that constitute the underlying basis for all bookkeeping procedures.

It is true that these concepts are to some degree theoretical in nature. Even though they cannot be passed on directly to students in their "raw" form, it is likely that, as teachers become more familiar with the concepts, their students will achieve a better understanding and appreciation of the subject. This article will deal with the more important concepts with which bookkeeping students must be familiar if they are to have complete knowledge of the subject.

### ASSUMPTIONS

The entire structure of bookkeeping and accounting appears to be based on a number of assumptions. Webster's New International Dictionary defines an assumption

as:

A thing supposed; a postulate, or proposition assumed; a supposition. In general use an assumption is that which is taken for granted without proof, frequently as the starting point of an argument.

An alternative term is "convention." These assumptions or conventions are based on general agreement and do not require conclusive demonstration or proof.

Assumptions serve as boundary lines within which all other concepts are defined and within which income and financial position are determined. Since these boundary lines are based on fairly general agreement, assumptions are not so fundamental that they cannot be changed if and when general opinion deems such change to be desirable.

The assumptions or conventions that are rather commonly accepted, and with which bookkeeping students should be familiar, are at least six in number:

- **Business Entity:** A business entity is an artificial being that owns or is assumed to own or control certain

assets against which creditors and owners have certain claims. The activities of the business entity are distinctly separate from those of the owners, regardless of how closely the latter may identify themselves with the business. The financial records and statements apply solely to the entity and not to the owners.

- **Going Concern:** The assumption here is that continuity of operations is likely for the foreseeable future. Except when circumstances are known that would make this assumption invalid, assets of the entity are stated on the books on the basis of their recoverability during future periods by the going concern.

- **Periodicity:** Although an accurate determination of profits can be made only after the liquidation of a business, parties who have a financial interest in the business cannot wait until liquidation for this determination. Hence, there is a need for a periodic test reading of revenues, expenses and net income applicable to a given period of time. This period is generally one year.

- **Monetary Valuation:** The monetary valuation assumption is that the financial status of an enterprise can be stated in terms of a monetary unit. This implies that all tangible and intangible values are expressed in terms of a common monetary unit in the accounting records.

- **Cost as Economic Significance:** Bookkeeping and accounting assume that the cost of any factor acquired by the business entity represents, at the acquisition date, the actual economic significance of the factor. Hence, cost is usually used for recording original values.

- **Constant Value of Monetary Unit:** A relatively easily understood assumption is that, in terms of economic value or significance, the dollar is worth as much today as it was at any time in the past. Most if not all students will recognize that this is, of course, an invalid assumption. (Mention of this assumption could be tied in with the subject of inflation. It could be pointed out to more advanced students that one of the major effects of inflation on financial statements is the understatement of

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# USE BASIC CONCEPTS

depreciation, with consequent payment of higher income taxes than would otherwise be payable.)

## DOCTRINES

Within the framework of assumptions there exist several taught or recommended conformities that are considered to be desirable policies in keeping accounts and preparing financial statements. These conformities, called doctrines, serve as a guide to the manner in which "principles" and "rules" should be applied.

Webster's New International Dictionary states that the word "doctrine" applies to any speculative truth or working principle, especially as taught to others or recommended for their acceptance. Doctrines are not fundamental truths, but are merely strongly held opinions of individuals and organizations that are proposed as desirable policies for others to follow, for example, in the recording and reporting of financial data.

- **Conservatism:** Historically, bankers and other grantors of short-term credit advocated conservatism or "being on the safe side" by valuing balance sheet items with caution. Although formerly considered to be an absolute virtue in accounting, conservatism does not now enjoy its former high esteem.

- **Consistency:** Consistency implies that the entity's accounting and bookkeeping methods or practices essentially remain unchanged from period to period. Consistency is advocated in order to avoid misleading interpretations within any one period and erroneous comparisons of one period with another.

- **Verifiable, Objective Evidence:** The term "verifiable" connotes capability of being confirmed, whereas the term "objective" relates to the expression of facts, without distortion because of personal bias. "Evidence" is that which furnishes or tends to furnish proof. This doctrine means that transactions should be supportable by authentic business documents and is applicable both to transactions with parties outside the firm and to the subsequent inter-

nal treatment of these transactions after they have been recorded.

- **Full Disclosure:** As a policy of report or statement preparation, all information and explanations necessary for interpretation should be included.

## PRINCIPLES

Although many individuals and organizations have attempted to formulate a statement of accounting or bookkeeping principles that would become generally accepted, no such statement exists today.

The dictionary definition approaching most nearly the accounting or bookkeeping use of the word principle is "a general law or rule, adopted or professed as a guide to action; a settled ground or basis of conduct or practice."

Accounting or bookkeeping principles encompass a narrower scope than assumptions or doctrines, the latter covering the entire field of accounting and bookkeeping. These principles are relatively few in number, although the specific rules and practices based on them may be almost unlimited. The three "principles" that follow are fundamental to a complete understanding of bookkeeping and accounting and will assist the student in reasoning what the correct procedure is in a given circumstance.

- **Matching Principle:** The most fundamental principle of all is that income is measured by matching revenues earned against costs consumed. This principle comes into play in all income and expense transactions. The following two principles attempt to solve the problem of determining the proper period in which to recognize revenues and costs:

- **Revenue Recognition Principle:** Revenue should be recognized when an increase in net assets has been realized, or when such realization is reasonably assured. This principle is the basis for all rules relating to revenue recognition.

- **Expense Recognition Principle:** Expense is recognized in the period when it is directly or indirectly associated with revenue. This principle implies that all costs, if they benefit more than one period, must be allocated among the periods in proportion to the benefits to each period.

## RULES

Rules constitute the detailed development of the general principles of bookkeeping and accounting and serve as specific procedures to be followed. Each rule can be traced directly or indirectly to one or more of these principles. For example, from the principle of revenue recognition is derived the rule that the point of sale is generally the step in the series of activities at which revenue is recognized. At this point there is an exchange of one asset for another, which is regarded as evidence of realization. It is also the point at which the amount of revenue is objectively determinable.

In summary, these basic concepts discussed above appear to be related as follows: Assumptions are the postulates or suppositions that are generally taken for granted without proof; they outline the basic framework within which accounting and bookkeeping function. Doctrines are advocated policies as to how to record and report financial data. Principles are broad, fundamental concepts that function as the basis for the development of numerous rules. Rules constitute the detailed development of the general principles and serve as specific guides to accounting and bookkeeping practices.



JOHN, a reluctant learner (upper left), lost his reluctance in clerical office practice class (upper right), later became a substitute bank teller.

**MYRON J. KRAWITZ**  
North Shore High School, Glen Head, N. Y.

**A**BOUT three years ago, we instituted a course for reluctant learners in our business education curriculum. It should be understood from the outset that these students were not *unable* to learn; more accurately, they were *unwilling* to learn.

A composite picture of these students would produce a boy or girl who did not quite pass English, typ-

ing, shorthand or arithmetic, but who was talkative, social and more or less extroverted. He or she would not read an assignment but would listen willingly to instructions. This kind of student was indifferent and careless about work and study habits.

In order to provide for these particular students, we began an experimental course called, rather euphemistically, Clerical Office Practice. Although we have made no formal study or survey in depth during the

three years we have given this course, we know what has happened to these once-neglected students.

I'd like to examine the case histories of some of the students in the form of an informal narrative report. Perhaps a study of this class with emphasis on statistics would satisfy more readers than this informal approach will, but it seems to me that my particular problem concerns people, and I cannot reconcile myself to reducing people to statistics. Basically, results

# What Happens to the Reluctant Learners?

Here's what the author learned from an informal follow-up study of some members of the class he described in "The Case of the Reluctant Learners" (BEW, Nov. '59)

in this area are achieved by treating the individual as an individual. It is not a matter of *what* is taught, but rather of *how* one approaches the reluctant learner to induce him to learn.

Betty (not her real name) was, frankly, "boy-crazy." Nothing seemed to interest her except preening herself, knowing the latest dance steps and attracting the interest of the males in her group. Her family background was the average American middle-class artisan group. Her school record indicates that, before her senior year in high school, her attendance was irregular and her achievement the bare minimum that permitted her promotion to the next grade. In her senior year, after she had enrolled in the clerical office practice class, her attendance improved and her tardiness was no longer a matter for concern. Because of the responsibility she was given in the "office," her work habits and attitudes improved to some degree, although not markedly.

As part of her experience program in the class, Betty was assigned to the position of assistant bookkeeper and, as a result of this assignment, became interested in bookkeeping as a career. It is interesting to note that she had failed in bookkeeping in her junior year, a fact noted by the instructor of the office practice class. After graduating, she applied for a position in the local bank as a clerical assistant. Because of the growth of the bank as well as her own new attitude, within a year she was given the position she holds now—that of teller in the main office of the bank.

Because Betty's history is not much different from those of four other girls in the same group over a period of three years, I wanted to uncover the motivations that had led her to this

new level of achievement. I made a point of speaking with Betty recently and commented on her new outlook on work, reminding her about her background in school. Her reply to my question, "What caused the change in your attitude?" was difficult for her to express. However, after a long conversation with her, I came to these conclusions, which seem to me to be valid:

- She became frightened during the latter part of her senior year, because she had nothing to offer an employer.

- She realized then that the school was more than willing to provide her with skills that she could use gainfully.

- For the first time during her school life, she found herself in a situation in which she was not *forced* but *encouraged* to learn.

- In her last months in school, she felt that she was no longer competing with unbeatable odds against her, but that her classmates were her peers and that she had at least an even chance to win approval.

- In her office practice class she was, for the first time, doing something that seemed to her to be "useful and real."

## Typical Reactions

If this were the story of only one girl from the groups that had shared in this experience, it would be foolish to try to draw any conclusions. The surprising thing was that Betty's responses were typical of the eight or ten graduates whom I interviewed.

Nina, on the other hand, presented a different type of problem. Here was a girl of average intelligence, but one with a personality problem. She was about twenty-five pounds overweight and exceedingly shy. Her class work

was just about passing, but she showed no initiative or sense of responsibility. She entered the class with many misgivings; she was afraid that the other members of the class would not accept her as part of the group and that she would not be able to bear her share of the group burden of work. After much reassurance by the instructor and the guidance counselor, she lost some of her "isolationist" attitude. Strangely enough, the other members of the class took it on themselves to help her over the rough spots, and she began to feel fully accepted by the group. By elective procedure, the class "promoted" her to head of the filing department. This one act did more to build her confidence than anything the teacher could have advised.

After graduating, Nina was employed in the capacity of file clerk by a large organization that manufactures heavy machinery. The confidence she had gained in our class had much to do with her ability to accept this position. Now, about a year after graduation, she has been assigned to a position in the accounting and billing department of her firm. She informs me that it was only because she had some "experience" in office practice class that she was willing to accept the promotion. Nina is doing well enough in her new position to have qualified for a merit increase in salary.

Let's consider another case, that of John. Actually, John was capable of keeping up with the superior students, but he did nothing in class. He practically refused to do any home preparation and was a real discipline problem. In the office practice class, his work attitude did not change. The only indication of improvement, as a matter of fact, was his willing-

ness to conform to the rules and regulations of the class, which they had set for themselves.

John was employed by a bank as a messenger and, because of a "lucky break," was given an opportunity to substitute for one of the tellers. As a result of this temporary advancement and the concomitant recognition of him as an individual, he assumed a new attitude as well as an interest in his work. When, a few weeks after this temporary promotion, he had an opportunity to enroll in night classes offered by the American Banking Association at a local college, he did so with alacrity. There is no end to this chapter . . . yet— for John is now in the U.S. Army and will be coming back to finish the story. I am convinced that it will be another success story, for John is currently taking courses offered by the military services and is doing well.

A realistic approach to office practice courses can do much more than teach students to operate machines, learn procedures and become acquainted with business forms and usages. As the teacher of this group, I take the position that this is a last chance for the school to do something constructive for these lost souls. The challenge I accept is not to teach subject matter, but to awaken interest and develop personalities. I am not so much interested in whether Helen gets a passing grade as I am in how much increased interest Helen shows in learning to do something to prepare herself for the labor market she must face.

Of course, some cases have not turned out to be success stories. Neil, for instance, was one of the slowest of all the students in the group. He does not now hold an office job, but is employed as a construction worker in a family-owned business. It is impossible to foretell what he will finally choose as a career occupation, but he does say that it will not be construction work. When he is pressed more closely for information, Neil indicates that he thinks he'd "like to get into the estimating end of the business." Asked why, he remembers "the skill I had in arithmetic and in machine operation in office practice" and believes that these skills will stand him in good stead. It would be presumptuous of me to read a great deal into his responses, but I think it is fair to presume that he has at least remembered some of the skills he managed

to acquire in office practice class and to relate them, in his own mind, to something that he believes he can use in his career.

During fifteen years of work with students who could be classified as reluctant learners, I have found that I have had to overcome certain basic attitudes that students of this particular kind seem to acquire—attitudes like these:

- They all seem to think that the world is against them.
- They are all convinced that they can do nothing right.
- They have taught themselves to avoid responsibility, because if they will not accept it someone else will accept it for them.

They have developed an automatic response along the lines of "I don't know . . . I can't" when asked to do something.

- They actively refuse to accept anything new that is being taught.

### **The Answer: Responsibility**

To overcome these attitudes, I have tried to provide a situation in the classroom that requires these students to assume responsibility. By establishing a realistic business environment and equally realistic and co-ordinated problems, I do not pressure them into "passing" anything, but I do expect them to produce something useful. I encourage a willingness to learn something new by providing an urgent need for such skill or knowledge *now*, not in the future. They encourage each other to develop good work habits, because no one can do his job acceptably without the whole-hearted co-operation of the entire group. They lose the chip on the shoulder because they are not competing against some cold, remote statistical standard but against themselves.

To handle this kind of class well, one must have the patience and understanding that these young people need. One must be sincere and convincing in all relationships with students. The teacher must encourage those who deserve encouragement and must be a taskmaster to those who need to be spurred. He must be sympathetic to and understanding of the personal problems these young people face; but he must also help them to recognize their problems and find the solutions without becoming personally involved himself. He must demand quality work of every student according to his demonstrated ability to

perform and must encourage better performance in easy stages. He must be relentless in his crusade to convince these students that they *can* do as well as they should.

If I were to single out one encompassing objective of this program, I think I would say that my job is to make the youngster realize that he does not live in a shell, that he is not protected by family or friends, that he must stand as a member of a community and bear the burdens of that community if he is to enjoy the rewards of being a citizen. One should not be surprised at finding students in this group of reluctant learners who have been coddled by parents and teachers alike, unwittingly perhaps—children who have, for instance, been the recipients of what we used to call "social promotions," with no real investigation into the capacity of the student to achieve. We must admit that all people cannot achieve the same level of competence in the same given time, nor would we expect them to; yet each person must be encouraged to do the best of which he is capable.

Classes of this type must be kept to an optimum size of fifteen students if the work of the teacher is to be effective. School boards may cry that this procedure is too expensive; but it is far less expensive than permitting these young people to leave school without giving them the economic competence that they need *and are able to acquire*. Any attempt to measure the value of the new self-esteem, self-confidence and sense of security that they build up is, of course, out of the question.

And what about the teacher? His job is difficult and often frustrating. He must use every device at his command, every bit of imagination he has. He must expend hours of time, as well as much physical and mental energy. But the rewards are great. He can say that he has "saved" many an individual from a life of frustration and, in many cases, has provided the community with a useful, economically competent citizen instead of an unemployable who must be carried as a tax burden.

In short, it is possible to teach business competence to the slow, reluctant, but physically and mentally capable student—but it must be done with understanding and imagination, and with a conscious awareness that all people cannot compete on one level.

# "WHY Should I Consider Your Letter of Application?"



*An employer won't hire an applicant unless he's given an incentive to do so*

**RUTH UNRAU**

Bethel College, North Newton, Kan.

**EDITOR'S NOTE:** *This article is a composite of conversations that the author has had with several businessmen.*

**S**O YOU'D like to hear my words of wisdom about application letters," the personnel manager said, leaning back in his swivel chair. "Let me show you a few samples."

He removed a file folder from the drawer and spread it open on his desk. He fanned out the correspondence so that I could see it. I knew that a few of the letters were from students I had taught.

"Now this one has good content and is neatly typed," Mr. Pearce said. "But notice the cloudy type. We hired Janice and she's been an excellent worker. The other day, though, she typed ten Duplimats on which all the e's and a's stood out like polka dots. I can't imagine that her teacher didn't stress how important it is to be sure the type is clean."

Janice had been a student of mine, and I felt a bit apologetic. "Some things that one teaches just don't get across, I guess," I murmured.

"However," he continued, "you'll

notice that Janice doesn't have a corner on dirty type. There are several letters here with that same fault."

He picked up the next letter and held it up for me to see. "This one is well written. It has one erasure, but that one is neatly done. She includes a good personal data sheet. However, she omitted the 'Mr.' in the inside address, a title that we prefer to include. We find that many beginners forget the 'Mr.' when it's not dictated."

"How do you feel about applications with erasures, apart from their neatness or messiness?"

"Oh, I'm not what you'd call a particular man. We asked this girl to come in for an interview and we hired her. But I do think that if a girl seriously wants the job, she'll write a letter that's perfectly typed. If she's able to type without error, the application letter is the place to demonstrate that ability."

"Now this is a lovely thing," he continued, holding up the next letter. "Handwritten on blue stationery." He held it to his nose. "Perfumed, no less. She says she's had two years of typing, one of shorthand; she signs the letter cozily with her first name. There's no address—oh, here it is, in the middle of the letter. And here's

a mistake in grammar. The girl says she's had one year of college."

"She didn't take any courses in my department," I said piously.

"Speaking of stationery," Mr. Pearce said, "look at the variety we have here. This paper is too thin; this is a page from a notebook; and here's one on outside paper that doesn't fit into our file folder without folding. I wish the applicants would realize the convenience to us of their using standard bond paper."

"Don't you expect a girl who's applying for a secretarial position to type her application letter?" I asked, referring to the perfumed example.

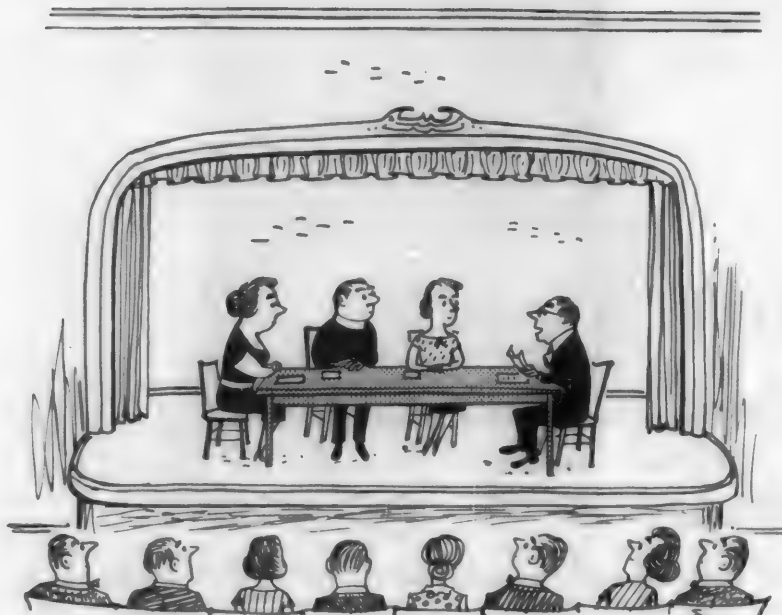
"Definitely. She should beg or borrow a typewriter if she doesn't own one. After all, we'll hire her because she has a typing skill, and we expect her to display that skill in her letter. Here's one girl I made an exception for. She wrote this letter on the ship as she was coming back from Europe."

I picked up the next one. "This is a good-looking letter except for the length of line. Too long to be artistic."

"You know how some girls are—they set a sixty-space line and type all letters using that length. In our office we ask the girls to vary the line

*(Continued on page 31)*

# Try This Approach to HUMAN RELATIONS INSTRUCTION



**A REPRESENTATIVE PANEL** for discussion of human relations might include a mother, a minister and a guidance counselor, plus a moderator.

## WILLIAM B. BROPHY

Agricultural and Technical Institute  
Cobleskill, N. Y.

**W**ITH so much emphasis these days on human relations as the key to business success, the story of what one junior college has attempted in human relations training may be helpful.

Cobleskill Agricultural and Technical Institute, which is part of the State University of New York, offers two-year, associate degree programs in agriculture, home economics and business technology. Our student body, like so many others, is increasing; it is now in the neighborhood of 600, with a faculty numbering in the 30's. The Cobleskill approach to the human relations instruction program has been used for at least ten years. It consists of devoting one day every other year to intensive examination of human relations in community living and on the job.

We construct a morning panel of prominent people from the fields for

which our students are preparing, including leaders in agriculture, business and home economics and other such representatives of the community as, for instance, a housewife, an educator and a clergyman. With the entire student body in session, a keynote speaker points up the purposes of the day and emphasizes the importance of human relations in the students' development for the present and the future. After the keynote speech, each panel member contributes briefly to the topic from his own particular point of view. A typical panel might consist of a mother commenting on human relations in the home, a minister speaking on the religious basis for good human relations and a guidance counselor or teacher discussing the opportunities for learning effective human relations in the school environment. Audience involvement through questions and discussion is rather easily accomplished, and pertinent and lively interchange usually results.

At a luncheon meeting, the faculty, the guests, graduates participating in

the program and a group of student leaders have an opportunity for further discussion.

During the afternoon, each department develops its own program, using graduates of the department with various amounts of experience in a variety of fields, employers of graduates and leaders in their field. A panel of these representative people is able to consider human relations with particular emphasis on the employment situation of the special field. For example, the business department's program on our last Human Relations Day included introductory remarks by C. C. Thorne, Director of Graduate Programs, State University College of Education, Albany, N. Y. Represented on the panel were a controller from a large retail department store, a personnel manager from a utility and four graduates who had specialized in the three business programs that the college offers. It goes without saying that some preparation on the part of the panel members is essential. Suitable topics for panel members are numerous; a few suggestions might include:

- The reasons employees are discharged
- What should be the attitude of a beginning worker in the business field
- Factors that make for success in business positions
- Mistakes made in interviews by applicants for positions in business
- Continued self-improvement possibilities available after a business career begins
- The degree of importance of pay and allowances to the employee
- What we look for in beginning employees for our business

It is usually desirable also to afford some follow-up and continuity by encouraging some discussion in the classes on the day following Human Relations Day.

One innovation in the Cobleskill program last spring was the distribution of a summary of replies from fifty business graduates giving their thoughts on the importance of human relations. The business graduates were asked to give some consideration to, then briefly describe, what they considered to be the most important rule for getting along with co-workers on the job. These replies were duplicated, then provided with a cover and an introductory letter by the division

(Continued on page 37)

# Rx

## For Effective SHORTHAND Teaching



ROBERT L. GRUBBS, University of Pittsburgh

### 10. Student Self-Appraisal in Transcription

FROM THE BEGINNING of the term, your transcription students will want to know, "how'm I doing?" They'll be better transcribers if they never have to ask the question; and they won't need to if you develop your teaching plans in such a way that each student can make continuous self-appraisals of his growth.

Self-appraisal is among the most effective training devices you can employ. The opportunity to make a daily analysis of personal progress toward known goals is a sharp spur to individual achievement. Teach your students right from the start how to set values on their own work in your transcription class. And don't overlook *your* stake in an effective transcription self-appraisal teaching plan: you minimize your paper marking burden and the self-rating scores of your students will still provide you with plenty of evidence to verify periodic grade estimates of achievement. It is therefore the purpose of this article to suggest a teaching and appraisal plan through which your students can know "how'm I doing?"

without harassing you with the question.

To evaluate any transcription job properly and fairly, you must consider at least four elements: First, the speed with which it has been produced; second, the accuracy of the message it contains; third, the extent to which correct English usage has been employed in typing the message; and fourth, the general appearance of the completed job. These evaluative elements are also signposts that indicate the avenues your teaching, training and review activities should follow in the transcription semester.

You will therefore want to plan your transcription laboratory experiences so that none of these four evaluative elements that contribute to satisfactory skill will ever be ignored; so that each will receive regular, intermittent major emphasis. Such planning will lead to a schedule of transcription teaching and evaluative emphases that cycles or repeats every four weeks.

In calendar form, your transcription plan might look like this:

#### Week of Major Emphasis

##### Cycle 1

Oct. 2	Transcription Rate
Oct. 9	Verbatim Transcripts
Oct. 16	English Applications
Oct. 23	Transcript Appearance

##### Cycle 2

Oct. 30	Transcription Rate
Nov. 6	Verbatim Transcripts
etc.	etc.

During the week of October 2, speed of transcription will receive major emphasis with minor attention to the other elements; the next week, the accuracy of the message will receive major attention and only appropriate minor consideration will be given to the other elements; the third week, the major objective will be to improve or perfect English applications in producing satisfactory transcripts with only minor regard for speed and the other elements; and the fourth week of the cycle, the major goal will be to perfect those aspects of transcription that affect the appearance of business letters. The cycle is then repeated beginning with the week of October 30. (Continued on next page)

**TRANSCRIPTION SELF-APPRAISAL CHART 1**

Transcription Emphasis: **TRANSCRIPTION RATE** (twam)  
 Transcription Lab Time: 30 minutes (min. rate 20 twam)

**The Job**

4 letters (600 words) complete

**Bonus Points**

- A. 30 or more twam (20 minutes or less)  
 25 to 29 twam (24 minutes or less)  
 B. English Applications 100% accurate  
 C. Message 100% accurate, verbatim  
 D. Transcript Appearance, clean, balanced, etc.  
 Total possible

90-100 = A	
80- 89 = B	
70- 79 = C	
60- 69 = D	
Points per letter	Total
15	60
4	(16)
3	(12)
2	8
2	8
2	8
	100

**TRANSCRIPTION SELF-APPRAISAL CHART 2**

Transcription Emphasis: **TRANSCRIPT ACCURACY**  
 Transcription Lab Time: 30 minutes (min. rate 20 twam)

**The Job**

4 letters (600 words) complete

**Bonus Points**

- A. Message 100% accurate, verbatim  
 B. English Applications 100% accurate  
 C. Transcript Appearance, clean, balanced, etc.  
 D. 25 or more twam (24 minutes or less)  
 Total possible

90-100 = A	
80- 89 = B	
70- 79 = C	
60- 69 = D	
Points per letter	Total
15	60
4	16
3	12
2	8
1	4
	100

**TRANSCRIPTION SELF-APPRAISAL CHART 3**

Transcription Emphasis: **ENGLISH APPLICATIONS**  
 Transcription Lab Time: 30 minutes (min. rate 20 twam)

**The Job**

4 letters (600 words) complete

**Bonus Points**

- A. English Applications 100% accurate  
 B. Message 100% accurate, verbatim  
 C. Transcript Appearance, clean, balanced, etc.  
 D. 25 or more twam (24 minutes or less)  
 Total possible

90-100 = A	
80- 89 = B	
70- 79 = C	
60- 69 = D	
Points per letter	Total
15	60
4	16
3	12
2	8
1	4
	100

**TRANSCRIPTION SELF-APPRAISAL CHART 4**

Transcription Emphasis: **TRANSCRIPT APPEARANCE**  
 Transcription Lab Time: 30 minutes (min. rate 20 twam)

**The Job**

4 letters (600 words) complete

**Bonus Points**

- A. Transcript Appearance, no erasures, etc.  
 and  
 Message 100% accurate, verbatim  
 B. English Applications 100% accurate  
 C. 25 or more twam (24 minutes or less)  
 Total possible

90-100 = A	
80- 89 = B	
70- 79 = C	
60- 69 = D	
Points per letter	Total
15	60
7	28
2	8
1	4
	100

**Self-Appraisal Charts**

To capitalize on the obvious learning and teaching advantages inherent in your program of cycling transcription emphases, your students must be able to calculate daily their achievement in each of the elements involved in transcription success. Since you measure achievement in terms of objectives, you should relate your student self-appraisal program to the four-week cycle of teaching emphasis. In addition, you will want to fashion the program so that practically continuous self-appraisal can be effected, so that every transcription session may be followed immediately with self-evaluation of growth in the skill or element receiving major attention, so that teaching and measurement become concomitants in the training program. To help you meet these challenges of a continuous self-appraisal program, the charts in Figures 1 through 4 have been prepared.

The charts are for your students to use as guides in evaluating each transcription job they do. There is a chart for each of the elements you feature in your cycle of teaching emphasis. Each chart describes a standard transcription job of three or four letters totaling approximately 600 words (including inside addresses and closings) to be transcribed in 30 minutes or less. A system of bonus points that may be earned by your students is spread over each of the elements involved in transcription success; but the element receiving major attention during the week is weighted so it has a larger value than the others.

The charts outline a basic, daily program of evaluation that provides bonuses for satisfactory performance but never penalizes for transcription infractions. They represent a positive kind of evaluation rather than the negative "take off 10 for each mistake" that is so common (and so fruitless). Make the charts yardsticks, or measures, that reflect your teaching emphasis, that spur performance by offering points for excellence and that billboard student goals.

Chart 1 is for use during the weeks when your major emphasis is on tran-

scription rate; Chart 2 for use during the weeks when you and your students are pursuing the goal of verbatim transcripts; Chart 3 for the weeks in which the major attention is being directed to English applications in typing transcripts; and Chart 4, which combines transcript appearance with verbatim accuracy for obvious reasons, may be used during the weeks when you are focusing the attention of your students on those factors that contribute to the pleasing appearance of transcripts.

So that your students can know and understand in advance the kind of evaluative scale with which they are going to work during their self-appraisal sessions, you should reproduce each chart on a poster board. You can then, every Monday, hang the appropriate chart in some good spot in your classroom where it will spotlight the major objective of the week's work. Poster boards measuring 20 by 30 inches or larger are ideal. Use a felt tip pen or other suitable lettering instrument to record the evaluative information and other details on each board.

The time limits, rates and point values on the charts are simply recommendations. You may want to change them according to the competence of your students, the difficulty or length of the material employed in your transcription lab sessions, the number of carbon copies to be made and according to the comfort and convenience of your students. Remember, there is no magic in the point values or in the requirements for winning any of the bonus points. The magic, if any, stems from student self-appraisal. The charts, showing the bonuses and grade rewards, provide the means for self-appraisal. Change the charts to fit your particular needs, but don't eliminate them from your program.

### Self-Appraisal in Action

To put your self-appraisal plan in action, announce on Monday, by hanging the appropriate chart in its place in your classroom, which transcription element is to be emphasized for the week. Let's suppose it is

Transcription Rate week. You will, therefore, have your students use Chart 1 in evaluating the merits of their transcription jobs during the week.

For your transcription lab sessions on Tuesday, Wednesday and Thursday, dictate three or four letters totaling approximately 600 words. As usual, discuss any grammar, spelling or punctuation problems that may occur in the letters before the transcription-typing begins. When all potential transcription hazards have been located or removed, time the transcription-typing for exactly 30 minutes.

Some students will, of course, finish the transcription in less than 30 minutes. Instruct them to signal you when they finish the job so you can note the time they used. If they finish the 600-word transcription job in 20 minutes or less, their stroking rate (twam) is 30 or more words a minute ( $600/20$ ). The bonus for 30 twam or more is 4 points for each letter. You immediately inform them of their time and tell them they have won the 16 bonus points for 30 or more twam. Some students will signal that they have finished somewhere between 20 and 24 minutes. These students win speed bonuses too. So note their time and tell them that they have won 12 bonus points (3 for each letter) for transcribing at a rate from 25 to 29 twam. As the students signal you that they have finished, it's a good idea to write their names on the board in the order they finish and jot down the time and twam beside each name. You can calculate their twam quickly and easily by dividing 600 words by the time to the nearest minute they took to finish their jobs. The rank arrangement of names on the board is good recognition for each student and gives you a check against their claim to the bonus points.

When the 30 minutes in the transcription lab period has expired, stop everyone who has not already finished the job and have all students assemble their transcripts in the order they were dictated. Then quickly read (or have one of your students

read) the letters from your key. Direct your students to mark their own papers as you read. Spell out words that you know are likely to be troublesome as you read. Encourage your students to call for the spelling of any word about which they may be uncertain.

At first you will have to help your students distinguish between English application errors and message errors. This is easy. The message is incorrect unless it is verbatim, word for word. No bonuses can be won if there is even one deviation from the message as you dictated it. The English applications bonus can be won only if all words are correctly spelled, punctuation and paragraphing precisely inserted, capitals, numbers, symbols, quotes, etc., employed according to your guiding rules.

When you have read the letters in the job quickly so that your students can determine if they transcribed the messages accurately and applied the English correctly, permit them to make quick value judgments on the appearance of their transcripts. You will want to caution them that too many corrections (how many is too many is for you to decide with your students), dirt or lipstick smudges, poor placement, ragged margins, etc., all destroy the attractive appearance of a letter and prevent it from earning any bonus points under Transcript Appearance in the chart.

Instruct your students to place the tally for each letter at the bottom right-hand corner of the transcript. Each complete letter is worth 15 points no matter how many infractions it contains. Each student who completes all four letters (if you use only three letters, each is worth 20 points), even though there are errors in the transcripts, earns 60 points. These points are given on the basis that "just doing" the letters is worthwhile practice and easily warrants at least a D grade. To build the grade into something better, however, takes a little more effort than "just doing"; and bonus points to be earned in the major and related transcription emphases provide each student the opportunity to narrow the gap between



a below-par D and the coveted A.

When your students have completed the tally on each of their letters, have them record the totals on the top letter in the upper right-hand corner and determine the sum for the job. By checking with the chart, each student can quickly translate this into a letter grade. If you and your students prefer, you may add the daily totals for the entire week and divide this weekly grand total by the number of transcription sessions you have had to get the average and the letter grade for the week.

Each week, as you introduce major emphasis on one of the evaluative elements in transcription skill, select the appropriate chart to guide your students in their self-appraisal. Use the scoring procedures explained above with each of the charts. When you are working with Chart 4, however, one small change in procedure seems wise. The big bonus for Transcript Appearance should be coupled with the bonus for a 100 per cent accurate message. If you don't, your students will soon discover that it is possible to win the Appearance bonus by simply failing to erase errors; and some errors, if not erased, could easily destroy the value of the message. It's probably wise, therefore, to tie these two transcription elements together and award bonus points only when perfection has been achieved in both.

### The Friday Notebook

Another interesting teaching and self-appraisal device is the Friday Notebook. This third notebook will help you and your students keep tabs on the development of transcription-typing skill. As explained in a previous article, transcribing is essentially the business of transliterating; that is, typing in the characters and spelling of a different alphabet than the one in which the copy has been written. I like to call this process of typewriting from shorthand, transcription-typing, to distinguish it from typing from English print.

For transcription - typing self-appraisals, have your students maintain a Friday Notebook. (Sometimes I call it "The Third Notebook"—one for

homework; another for class dictation; the third, the Friday Notebook, for transcription-typing timings.) It gets its unusual name because Fridays are good days for checking each of the skills involved in successful transcription power, because it can be used most advantageously in appraising some of these skills and because it is different from the other notebooks your students employ.

A Friday Notebook is a book of student self-written shorthand material for use in 3-, 5- and 7-minute transcription-typing timed writings. The Friday Notebook serves very nearly the same purpose in your transcription class that a book of timed-writing material (say, *Sustained Timed Writings*) serves in a good typewriting class. It is used to promote rapid and accurate stroking skill and to provide a quick, easy-to-use measure of progress in typing from shorthand copy. The material is, of course, written in each learner's own shorthand.

### Friday Notebook Material

The material for your students to record from dictation in their Friday Notebooks should be selected with care. It should be easy to typewrite and easy to record in shorthand. If you use easy-to-type material, your students can give most of their conscious attention while typing, and without interrupting the typing, to the decisions that must be made concerning correct spelling, precise punctuation, appropriate capitalization, and so on. Timed-writing books for typing class are good sources of Friday Notebook dictation material, as are typing textbooks. *Sustained Timed Writings*, by Grubbs and White, contains many smooth-running timed-writings that you will find ideal for dictating into the Friday Notebooks. If you choose material from typing textbooks, how-

ever, be careful to avoid dictating paragraphs that are especially rigged to emphasize specific typing techniques or stroking patterns. Newspapers and magazines also are good sources of the kind of material your students will enjoy recording and typing.

The selections for the Friday Notebook may contain from 200 to 400 words. Prepare a title for each of them so that your students can record the titles in an index in the front of their notebooks. Dictate each selection to your students at very slow rates (I usually dictate at 60). To facilitate dictation at precise speeds, type the material in 50-space lines and dictate from your typewritten copy. As there will be ten words to a line, you can easily and accurately pace your dictation; for example, 6 lines a minute, a line each 10 seconds, equals 60 wam.

### The Friday Chart

The Friday Notebook is half of the transcription - typing self-appraisal plan. The chart in Figure 5 is the other half. Use this chart to help your students make immediate self-appraisals of their straight-copy transcription-typing progress. You may reproduce the chart on a poster board of good size, say 20 by 30 inches, with a felt tip pen and place it in an appropriate place in your room. It is also a good plan to duplicate the chart on a small sheet of paper and give one to each of your students. Have them paste the chart on the inside front cover of their Friday Notebooks. When you are duplicating the chart, you may if you wish change the rates, grades, error ceilings, etc., in any way that will make them more appropriate or challenging to your students.

The table in Figure 5 is adapted from a typewriting chart developed by Dr. Alan C. Lloyd and illustrated

Figure 5  
STRAIGHT-COPY TRANSCRIPTION RATE SCALE

Skill Level	Minutes	Error Ceiling	GROSS SPEED			
			A	B	C	D
Beginning Transcription	3	3	25	20	15	10
Transcription Skill Building	5	3	30	25	20	15
Transcription Office Practice	7	3	35	30	25	20

in the December, 1957, issue of *Business Teacher* magazine. It divides the transcription semester into three intervals, or stages, of transcription growth. In the first few weeks, Beginning Transcription, give only 3-minute writings from the Friday Notebook. In the second and longest stage of transcription growth, Transcription Skill Building, give only 5-minute writings from the Friday Notebook. In the last two or three weeks of the semester, Transcription Office Practice, you may if you wish give 7- or even 10-minute writings from the Friday Notebook.

During each of the stages of transcription development, the chief objective of each student is to type a transcription - typing timed - writing that will "get on the chart"; that is, be eligible for consideration for one of the letter grades appearing on the chart. To be eligible, a paper must contain not more than three errors. If you hold this error ceiling constant throughout the semester, as the time intervals increase, your students will have to improve their per cent of accuracy as well as their stroking rate in typing from shorthand timed-writing material to "stay on the chart."

Please remember that papers containing more than three errors are not "F" papers; there is no provision for an F grade on the chart. These papers are simply not eligible for consideration. The students who have typing papers within the error ceiling may compute their gross words a minute, note their category on the chart and place the letter grade their effort has won on their papers before handing them to you. You may then place the letter grade in whatever record book you wish to maintain for the Friday Notebook tests.

The material in the Friday Notebook will not, of course, contain a word or stroke count. You must therefore teach your students to compute their gross writing speeds from their own typing paper. This is particularly easy to do if you permit your students to use a ten-word typing line (50-space line) for their timed-writing tests. All they need do to determine gross words a minute is multiply the

number of lines they have typed by 10 and divide this product by the number of minutes typed. Never exact a penalty for errors—let the error ceiling set the standard of accuracy and then have your students evaluate their performance on the basis of gross words a minute.

### Friday Notebook Arrangements

When you issue the Friday Notebooks at the beginning of the semester, have your students mark a capital A on the first page in the bottom

right-hand corner. On the second page, have them place a capital B. Then have them number the following pages in order, starting with 1.

The page marked with A (Figure 6) will be the index page and should be captioned so that the title of the shorthand timed-writing material and its page numbers can be indexed precisely by each student immediately after the material has been taken in shorthand. The page marked with B (Figure 7) should be captioned in such a way that the student can keep

Figure 6

Friday Notebook		Marian Smith	
		Timed-Writing Index	
No.	Page	Title	Date Recorded
1	1	<i>u. x</i>	9/8/61
2	3	<i>u. 6</i>	9/15/61
<hr/>			
19	50	<i>u. 2</i>	1/12/62
20	54	<i>u. - s</i>	1/19/62
			A

Figure 7

Friday Notebook				Marian Smith		
Transcription-Typing Score						
DATE	No.	MINUTES	SPEED	ERRORS	GRADE	COMMENTS
9/8	1	3	16	2	C	<i>u. 6</i>
9/13	1	3	18	1	C	<i>u. 6</i>
9/15	2	3	16	4	-	<i>u. 2</i>
<hr/>						
10/22	9	5	31	3	A	<i>u. 2</i>
10/22	3	5	34	1	A	<i>u. 2</i>
						B



HELEN M. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

**There's a delightful story** about a precocious five-year-old that should serve to remind us of some of the inanities that go on in the name of education.

The mother of the precocious one was trying to convince the principal that the child was definitely ready for the first grade and should skip kindergarten because her unusually large vocabulary made her "ripe" for the business of reading. The principal, who had ideas of his own about the values of kindergarten, was not impressed by the repeated references to the child's vocabulary. Finally, in an "Okay, suppose you prove it" attitude, he said exasperatedly to the child, "All right! Say some words." Whereupon the child gave him a puzzled look and asked incredulously, "Purely irrelevant words?"

Out of the mouths of babes indeed! But we don't have to go to elementary principals to find our examples of irrelevancy. It's just more comfortable. Or perhaps it's easier for us to see the irrelevancy and the inanities more objectively when the situation is a bit removed from us.

The irrelevancies in education—in business education, to bring it closer to home! For example, take the countless shorthand teachers who give their 140 wam "takes" (tests) on *Congressional material* when not one out of a hundred of their students will ever work with Congressional material! Why do they do it? Well, I could name a couple of very good reasons, but they wouldn't be at all complimentary. Two other reasons, still not in the compliment class but not quite so personally defaming, are (1) Given a few Congressional shortcuts, almost any shorthand student can pass 140 wam tests on Congressional material more easily than she can on ordinary business-vocabulary material. (2) Most of the *prepared* tests at 140 wam are still *available* only on Congressional material.

Now somebody can hop right up and argue that only students who are going to do Congressional or court reporting need to have 140 wam speed in shorthand; but I can find you plenty of teachers and considerable evidence to support the opposite side of that argument. Or take the periods spent in some typewriting classes perfecting chainfeeding of envelopes, when almost any office today does the job by machine or has printed or duplicated labels for its mailing lists. And take the outmoded letter forms still being taught—or the abbreviation for "Esquire!"

**Move over into curriculum.** How many curriculums still stress shorthand, typewriting and bookkeeping when half the students taking the curriculums are working at part-time jobs in distributive occupations? Is the fact that more workers are engaged in the distribution of goods and services today than in production *relevant* to business education? If so, are we changing the curriculum to keep it relevant? Are the changes that automation is making in the office world relevant to business education? If so, is what we are teaching relevant to the systems and procedures, the machines that our students will encounter in office work?

Look at curriculum in another way. Is what we teach in one "subject" or block of material relevant to the total learning process, to the over-all objectives we are trying to help the student attain? Or is much of what we teach in business education about as related to the total educational aims for today's youth as were the "purely irrelevant words" to the five-year-old's situation?

How relevant is your teaching to the needs of today's youth? That's a good question to think about over the summer.

And speaking of summer—Happy vacation, everybody!

a record of his transcription-typing scores and grades.

As the transcription semester wears on and the students increase the number of timed-writing selections recorded in their books, you can occasionally let each of them choose his favorite selection to use in the self-appraisal timed-writings. This will give them confidence and a measure of their skill in transcribing cold notes; and the repetitive practice is ideal.

Even though you may refer to it as the Friday Notebook, you need not confine its use to Fridays. Your youngsters will want more opportunities than they can get on Fridays to get a paper "on the chart." Be generous with the opportunities. Remember that whenever a skill test duplicates the manner in which the actual skill would be employed in doing a job, it's a good teaching device as well as an appraisal device. The Friday Notebook and its routines seem to qualify very well under this principle. In any case, you will probably find that the Friday Notebook is their favorite notebook—and yours.

Perhaps you may be wondering at this point whether students can be trusted to make acceptable value judgments concerning their own work and whether they will be honest in marking their own transcripts. At first, perhaps not; but to learn to be honest and to use sound judgment in matters pertaining to business correspondence is, or should be, an important objective to be achieved by each student in your transcription class.

When you inform your students that you are going to use a bonus system of evaluation instead of a penalty or "take-off-so-many" system, you may expect a happy, new attitude toward evaluation to develop. Moreover, your students have survived the agonies and hard work of two previous semesters of shorthand; they have fairly well fixed vocational career plans; their interest in their own self-development is high. If at this point in their training you and your students cannot look each other squarely in the eye and know that the other is an honest, trustworthy, good friend, something is wrong. Yes, definitely permit your students to participate in judging the merits of their work under your friendly supervision. They will have to do it next year in somebody's office!

(This article concludes the series.)

## PROBLEM CLINIC

(Continued from page 5)

follow the regular English course, but it would be devoted solely to terms applicable to business—word-choice situations, spelling demons, punctuation principles, etc. Follow this study with scored proofreading tests for the detection of errors.

Teachers and administrators: Make the course in proofreading a "must" not only for students enrolled in the skill subjects but for bookkeeping and accounting students as well. Students should be allowed to repeat the proofreading course if they do not maintain satisfactory grades in other subjects, or whenever conditions warrant.

Our present-day students of business have at their disposal a variety of attractive courses. In fact, they can pursue anything from proper grooming to the wonders of electronics—a range of subject matter that is worthwhile in this amazing age. However, it is also apparent that, in our thirst for progress and modernization, we too often neglect altogether or barely touch on basic essentials. We are able to cite weaknesses in our students, but our problem is to remedy the weaknesses.

In the event that these "dream courses" materialize, it just might be possible that through this indirect, long-range approach we shall be able to eliminate a sizable per cent of failures and dropouts, both in school and on the job. Problems often arise because of unfavorable pre-existent conditions. If we as teachers fail to attain the results we would like to have, it is time to look into the background of our courses, which could well be characterized by lack of understanding of basic fundamentals. It is very possible that we have digressed a little too far from the practical side of business education.

ELLEN KRUGER  
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### APRIL PROBLEM

SOME TIME AGO, I submitted a problem to the Problem Clinic dealing with the attitudes of minority groups who consider themselves "persecuted" by an instructor. In answer to this problem, I received only one suggested solution. It said, "Find out why the students feel so." I hope I can clarify my position.

When I previously presented the problem, I went into detail, telling what students of minority groups have done in my various classes. Perhaps I dwelt too much on the actions of the students without getting across

the emotions connected with these actions.

If I—and I believe this same situation would apply to any teacher—had attended schools that are in general considered inferior, then find that I am now placed with students with better backgrounds than mine, I think I would feel a certain amount of antagonism. Too, if a teacher were constantly to tell me what I was doing wrong—whether she meant well or ill on her instructions—I'm afraid I would soon feel defeated, no matter how hard I worked. Let us take an example.

Assume that in a shorthand class we have given the student constant practice on brief forms. Each day we see mistake after mistake, but we praise the student for the outlines that are correct. Then, on a test of brief forms, how can we praise her for what is correct when she earns a grade of 27 per cent?

If we tell the student she should repeat the course, she feels, in many cases, that she is being pushed back because she comes from a minority group. Then are we to pass her when she has earned no more than 50 per cent on any given test?

I should like to stress that I teach at the college level. I feel that if I pass such a student—they are certainly not plentiful, but I have them in class often enough to be deeply concerned with the problem—I am turning out a trainee who cannot produce by any normal standards set up by industry. Yet, if I fail her it seems that I am doing nothing but saying, "Go back to the inferior type of school from which you came. You are not capable of doing the work at this university."

If anyone has any suggestions, ideas, criticisms or corrections, I certainly should be very happy to hear about them.

ANONYMOUS

### Suggested Solutions

Dear Anonymous:

I have read your problem, along with your first statement of it and the sole reply you received at that time, from Sister Mary Stephen, St. Edmond High School, Fort Dodge, Iowa (printed in the September, 1960, BEW). Though I have not "encountered the same problem and overcome it," I feel moved to write to you because, as an inexperienced teacher, I have encountered, and am encountering, frustrations and failures and problems on which I need help. (I was helped and encouraged by many wonderful teachers when I wrote to the Problem Clinic in 1959.) May I, therefore, give you my thoughts on your problem for whatever they may be worth.

It seems to me that the key words in your problem are "minority groups." I do agree with you that all students should be treated alike, by which I mean given the same opportunity to develop to their utmost ability. As teachers, we know that ability varies—that in any group we have a small per cent of students who do superior work and a small per cent who fail in spite of our best efforts.

Perhaps all of us are members of a minority group at one time or another. Putting myself into such a group, I would agree with the student you quoted in your first letter who wrote: "I have always felt that I should get the same treatment as every other student in the class." I would resent being favored as much as discriminated against, for I would consider it a form of patronizing or condescension. As a teacher with your very complex sociological problem, I would note: (1) that some students of the majority group also fail a course, and (2) that some of the minority group are good students who pass. (Haven't you found such cases?) And then I would reread Sister Mary Stephen's excellent, comprehensive reply and realize that her omission of mention of "minority group" may be the answer to the problem. We all know, I'm sure, that man who says, "There's a woman driver for you!" when a woman handles a car badly, but fails to emphasize the sex of a male offender. I would try to eliminate thinking along the lines of "member of a minority group" and see each of my students as an individual, and the problem students as a special challenge to me as a teacher.

My best wishes to a conscientious teacher for a happy solution to a complex problem.

MARIAN S. PETROW  
Woodhaven, N. Y.

Dear Anonymous:

I feel that we have a mutual problem, but on different levels of education. I am teaching business subjects in a situation where we have a minority group, and I have this to say about your problem:

I have found that the first thing you must try to do is to get the minority student to gain self-confidence by developing a competitive spirit in him. This can be accomplished by applying the same treatment and the same requirements to all students. Instead of the student's being a mere number in a class, he should be an individual with the same privileges and rights as other students, without regard for his background. I think you can enable the

individual to attain more if you sympathize with him for his inabilities, but at the same time make him see that, in order to take his place in our society, he must meet the requirements set up for his particular vocation or career. This is a long and tedious process, but in the end you will notice the change of attitude and the willingness and co-operation that you get from a student.

If a student has been persecuted in high school, then your approach to the problem will have to be indirect instead of direct. Instead of praising the student or giving him constructive criticism during class, perhaps you should do this in a private conference. I don't think you will help the student if you give him constructive criticism during class until he has gained confidence in you; otherwise, he will misunderstand and will think it's just a continuation of his high school days. I think you should be honest with the individual in telling him the ways in which he is to attain his goal and the value he can derive from it. If he is incapable of attaining this goal, he should not be encouraged to pursue it; but he should not be discouraged from pursuing it during the first semester if he has the potential but lacks self-confidence.

This self-confidence can come about through his own peer group. He can participate in several organizations on the campus to help him attain self-confidence socially; then this will tend to lead to self-confidence in the subject matter. If he comes from a minority group, he should have the incentive of trying to gain equal status; and this can be achieved through education. Most of all, the individual must realize the values in what he is studying—and there must also be a market for what he is learning; otherwise it is a useless struggle.

BILL CASTORENA  
Alchey High School  
Whiteriver, Ariz.

Dear Anonymous:

A co-operative and democratic spirit manifested between faculty members and individual students may solve your problem. Everyone must be made to feel that he is just as important and needed as his neighbor. Outsiders should get an uplift from the atmosphere that permeates every activity.

When we stop to think, we realize that three wishes are universal:

First, every normal person desires recognition from others. He wants to feel deep down that he counts for something; that what he is doing means something. If a person is denied such recognition, he is likely

to become a show-off. A good deal of the egotism we see grows out of the feeling of the egotist that he is unappreciated; he then goes in for exhibitionism to call attention to himself.

Second, everybody is always looking for a feeling of "at-homeness" and security. If that feeling is denied, the person is driven this way and that by his emotions.

Third, every normal person wants experiences that are fresh and vital and vivid enough to rescue him from boredom and stagnation. We are so constituted that we hate drabness. The ways in which some people seek novel experiences to stimulate their jaded lives are often dangerous to them; but some people will do almost anything to avoid being bored.

These three wishes are essentially selfish. The only way for a person to fulfill himself is to get outside himself into something larger than himself.

Enthusiasm, loyalty, honesty, tact, courtesy, ambition, industry—all these are simply names that we attach to some of the expressions of human beings that reveal personality. Enthusiasm, for instance, is the quality that makes a person express his belief with the intense earnestness and sincerity needed to carry conviction. This is the quality that is needed to eradicate the feeling of being persecuted by an instructor.

"Know yourself" is the keynote to personality development. A person needs to know his limitations—and we all have them—as well as his abilities. We would do well to take an inventory to see whether we ourselves are what we should be. No matter how you look at it, the most important element in the school is the teacher. To be a successful teacher, a person must be liked and respected.

Every student needs to be appreciated. Making people feel important is one of the basic principles of good human relations. Our students need understanding today more than they ever have. Are we able to establish rapport with students through an awareness of their problems? Do we take the attitude that the present generation defies understanding? A teacher must understand and like people. This means: Be courteous, considerate and attentive. Try to understand the student's point of view. Be friendly. Find out what the students need. Know the needs of your community.

No teacher will gain respect unless he knows his subject matter. Are we keeping abreast of current happenings through professional reading, attendance at meetings and research of our own?

We in business education are really lucky to have so much teaching material and so many teaching aids available to us; I wonder if there is any other department in the school that can boast of so much material to help teachers do a better job in the classroom. I have clipped articles from many magazines over the years for my own personal file. (I am using some of them in this article; I have not put quotation marks around quoted material because I do not know where credit is due.)

Are we taking courses to keep us mentally awake and to make us wiser and more interesting? Is our training adequate? Notice that I use the verb *is*—not *was*. The methods studied in education classes twenty or thirty years ago may leave much to be desired by present-day standards. I like to go to summer school just to get the feel of how students react on the other side of the desk. Do I command respect through progressiveness and flexibility? How much have I changed my courses since I started teaching years ago?

Using good teaching methods means: Present your subject matter with respect and appreciation; give honest facts about your subjects; answer questions and objections fully; suggest work to satisfy additional needs; show interest in student participation.

Have a wholesome attitude. This means: Be loyal to your school; be helpful to your students; watch your health; keep your personal appearance neat and attractive; keep enthusiastic about your job; co-operate with the administration.

It is necessary to find out why students feel persecuted. There is some solution, within the school or outside it. Teachers are needed to give direction and guidance to students and to inspire and instruct them, in order that they may apply themselves earnestly to the task of learning. When the students' attention is fixed on proper objectives, they will strive harder to reach those objectives. The teacher's job is to help them avoid any pitfalls on the way.

Finally, keep your mind active by having many interests; keep informed in your field and other fields as well; be interested in your students; teach well—and you will need have no worries about the attitudes of minority groups who consider themselves persecuted by the instructor.

(Incidentally, I have taught in college. This problem could be the same at different levels of teaching.)

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## APPLICATION LETTER

(Continued from page 21)

according to the length of the letter, although I realize that this takes a little longer. I would suggest that the person writing an application letter set it up so that it looks balanced on the page.

"This letter may interest you. It's not an application for a secretarial position. We advertised for news writers recently and received three applications. This girl says that she's had experience in news writing but that she doesn't type. Furthermore, she has illegible handwriting. She'll have to learn to type before we can consider her for this opening. Typing skill is necessary for many jobs in this company other than secretarial ones."

"Do you expect personal data sheets with letters of application?" I asked.

"Yes, they make easier reading than a letter that tries to put all those statistics in paragraph form. You'll notice that Helen, here, believes in saving time. She didn't enclose a personal data sheet, but she suggested that we get any information we wanted from one of the offices upstairs. If we were desperate for help, we might go further with her application."

"Here's a beautiful example." I pointed to a letter that was neatly typed with a bright ribbon. "Of course, you never know how many times she retyped it before she produced an errorless letter."

Mr. Pearce smiled at my cynicism. "Of course, we don't know if she made fifteen copies before she got a good copy, but we do know that she has sense enough to know what a good letter looks like."

"Is there anything special you'd like to tell me that I can impress on my students?" I asked as I got up to leave.

"Tell them please, *please* to learn the basic rules of punctuation. You'll notice that this girl doesn't know when 'however' should be separated from the sentence by commas and when it should be preceded by a semicolon. And this applicant sprinkles commas through the letter as though she were punctuating with a salt shaker."

After thanking Mr. Pearce for his suggestions, I left the office. In my mind, I had a complete outline for my next day's secretarial practice lesson. Title: Application Letters. Part 1—Appearance.



## SHORTHAND CORNER

RICHARD A. HOFFMANN

PLACER JOINT UNION HIGH SCHOOL, AUBURN, CALIF.

**You have been evaluating** your students all year, but have you ever asked them to evaluate you? Have you ever given them a rating sheet and had them rate you and your class performance? If not, why not try it before the end of the year. The results may be quite revealing: your ego may be bolstered—or deflated.

What should you ask? Simple questions, such as, was the course well organized, were the chalkboard presentations clear, was the grading fair, did the instructor have any distracting mannerisms, were the explanations clear and understandable, did the instructor rush too much, was the instructor willing to help students outside of class? Add your own.

Make the whole thing simple: simple for the students to check and simple for you to look over. You might let them use a scale (such as, good, fair, poor) to rate you on each item.

Explain that they are not to sign their names—you want them to be as objective as possible. You might tell them that teachers are (or should be) constantly striving to improve their teaching procedures and that constructive criticism can help you do this.

**If you have not already made** your plans for the summer, you should consider one of the following:

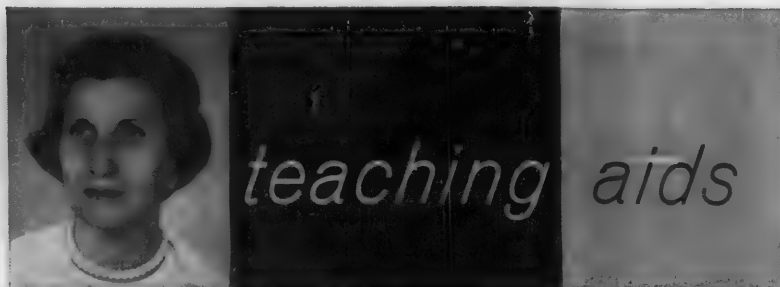
**Summer school with a purpose.** This entails registering for six or eight weeks, taking courses to begin, continue or complete requirements for a degree or secure units for salary increments. It means work, maybe a grind, without much time for relaxation and refreshment so vital for the next school year. But it brings satisfaction in accomplishment.

**Summer school, purposeful and enjoyable.** This combines a regular summer school session and traveling to another section of the country. Go to study at some favorite university or with some favorite professor; come West, go East, North or South. If you do, you should have a good time at the school and while traveling. A couple of years ago I attended the University of Minnesota; I had never attended a midwestern university. I had a good time there and a wonderful time "seeing America" on the way.

**Workshops or conferences.** The number of these all over the country this summer is astonishing. Here is where you work and enjoy it for a week or two and then have the rest of the summer to get into a good state of mind for the coming school year. Two things I enjoy about workshops are: they are usually very well organized and they are extremely informal. When I attended the first World Institute on the Teaching of Shorthand, at the University of North Dakota a few years ago, I met all the shorthand "greats" in a very informal and relaxed atmosphere. You might consider one of the Gregg Summer Conferences, at East Carolina College, the University of Southern California or Northwestern. I think you would enjoy it.

**Foreign universities.** Why not attend a university in some foreign country? They usually have short summer sessions and also well-planned extra-curricular activities and excursions. If you do go abroad, take a course or two in a field different from your own. Living in a completely different atmosphere for a few weeks may make you appreciate home a little more. And don't forget the sight-seeing and travel. (As for the cost, you might want to investigate a "travel now, pay later" plan.) I did all this. I took courses in Spanish, art, music and history at the University of Madrid; lived in a college dormitory and ate Spanish food. On the way I visited London, Copenhagen, the Brussels World's Fair and Paris. It was an exhilarating experience.

But remember, whatever you do, study, travel or garden at home, get yourself filled with enough zest and enthusiasm to carry you through the whole school year. May you all have a wonderful summer.



JANE WHITE LEWIS

CENTRAL WASHINGTON COLLEGE OF EDUCATION, ELLENSBURG

**Summer jobs.** A helpful booklet, *99 Ways for Teen-Agers to Earn Money during the Summer*, has been published by the Advancement and Placement Institute, 173 North Ninth Street, Brooklyn 11, New York. It costs 50 cents. The same company also publishes the *Summer Placement Directory* (\$3) listing many paying summer jobs.

**Secretarial success.** *The Executive Secretary* is the title of a new book by Marilyn C. Burke that discusses techniques for success in a secretarial career. The price is \$3.95 from National Foremen's Institute, 100 Garfield Avenue, New London, Conn.

**Industry careers.** *Grow with an Exciting Business* is the title of a booklet describing the positions available in the paper and paperboard industry, such as accounting, advertising, biology, chemistry, civil engineering and law. A helpful booklet for seniors interested in entering this field. It is available for 20 cents from the Career Guidance Committee, American Paper and Pulp Association, 122 East 42 Street, New York 17, N.Y.

**Conservation guides.** Among the publications available free in single copies from the Soil Conservation Service, U.S. Department of Agriculture, Washington 25, D.C. are *An Outline for Teaching Conservation in the High Schools*, which can be used as a general guide in drawing up teaching plans, and *Teaching Soil and Water Conservation*, a classroom and field guide. They are also available from any local or state office of the Soil Conservation Service.

**Business dictionary.** A useful dictionary with approximately 4,000 terms includes those used in college courses in accounting, business cycles, business law, business and government, economics, economic theory, insurance, investments, labor problems, marketing, money and banking, personnel management, public finance, public utilities, real estate, statistics, transportation. The booklet may be purchased from your college store or direct from Littlefield, Adams and Co., 128 Oliver Street, Paterson 1, N.J.

**DPE publications.** Volume 2 of Delta Pi Epsilon's *Film Evaluation Manual in Business Education* has recently been released and may be purchased for \$1.50. There is still a supply of *Business Teaching as a Career*, which may be obtained for 35 cents each or at a greatly reduced rate in bulk. Another publication, the *Business Education Index*, a yearly publication, is \$2 with a 20 per cent educational discount. DPE has now made available to libraries and individuals who are not members, the Delta Pi Epsilon Journal. For information and ordering of any of these publications, write to Dr. Ruth I. Anderson, Executive Secretary, Delta Pi Epsilon, Box 6402 N.T. Station, Denton, Texas.

**Filing manual.** A new book, *Filing Facts*, by Coleman R. Chamberlin, contains workable ideas for keeping your records in order. This is not a textbook, but its principles and methods are adaptable for the basic filing needs of the business office, store, professional office, or home. It sells for \$2.50 from Cel-U-Dex Corp., P.O. Box 1127, New Windsor, Newburgh, New York.

**Job opportunities.** Two booklets, free from your local savings and loan association, are *Job Opportunities*, which describes positions and oppor-

(Continued on opposite page)

## NOTEHAND

(Continued from page 9)

time on dictation if I would agree to dictate. Some of them could, with very little effort, take dictation at 60 wpm, and perhaps at 80 wpm, on simple business material — this, remember, with a study time of one-third to one-half the time normally devoted to first-year shorthand. No one yet knows how much speed can be attained with Notehand, because no one has experimented to find out.

To satisfy my curiosity and theirs, I shall help the class take a letter and transcribe it on the typewriter before the end of the year. However, most of the remaining time will be spent on the main purpose of the course—taking notes from lectures or books using the preferred techniques of outlining, use of note cards and reading cards, and so forth.

**NOTEMAKING:** I'd like to go even further than the authors and plead that stenography teachers teach these research techniques not only to the college-bound students but to business students as well. I can imagine that some teachers may be impatient with the detail involved (as I was at first when I taught English composition several years ago) and may be inclined to treat it lightly or leave it to the English department. I would like to suggest to the doubters that they work out a report using the techniques before trying to teach the procedures to a class. With this experience behind them, they will be able to guide the students through the procedure at least once using the materials in the book, and perhaps once more in an integrated manuscript project involving typewriting. This experience would be beneficial to any stenography student, whether he is college-bound or is a business student.

### Results for Business Education

In my opinion, business education will benefit from adding Notehand to its curriculum. Many fine teacher prospects for business have been alerted to teaching possibilities through a single business course; and this might be the best one yet. Some few students may wish to pursue business courses vocationally. Most college students have room in their schedules for some electives; help them to elect business.

Business teachers will benefit from

teaching an occasional academic group. The pace is stimulating. In my case, the group has been a highlight of the day—perhaps because it is a high school class as contrasted to my customary college classes; but I should think the contrast between business and academic groups would evoke the same reaction.

Times do change, and it behooves teachers to be ready to adapt to the changes. Certainly there should be no delay in adapting to the changes required by the objectives, methods and system of Notehand. Presentation of theory remains the same; changes in theory are sensible and readily learned by both student and teacher; the notemaking research techniques are important to all; reading of Notehand is possible for the shorthand teacher without knowledge of the specific changes made. Any teacher who can write Simplified can certainly write Notehand.

Stimulation awaits the teacher who asks to teach Notehand to academic students; even more stimulation may await the teacher who starts now to prepare himself for the changes in regular Gregg Shorthand that are bound to come in its next revision. Changes in Notehand are too significant to remain isolated for long.

## LETTER

To the Editor:

The article "Putting the Teaching Machine on Paper" (BEW, Apr. '61, p. 13) has been called to my attention recently and I think it is one of the best things I've seen to date on the timely subject.

I should be most grateful if you could send me a reprint. . . . Also, will you please indicate the price for such reprints in quantity. . . .

CARL E. HEILMAN  
Mathematics Specialist  
Department of Public Instruction  
Commonwealth of Pennsylvania

EDITOR'S NOTE: Perhaps many of our readers share our feeling that "Putting the Teaching Machine on Paper" is worthy of circulation beyond the field of business education. However, it is not economical to reprint an article except in fairly large quantities. We should appreciate knowing whether, if a reprint were available, other BEW readers would wish to purchase it.

## more teaching aids

(Continued from opposite page)

tunities for beginners in savings and loan associations, and *Thrift and Home Ownership*, which describes the relationship of these financial institutions to other business in the community. If you cannot obtain these through your local association, write to the United States Savings and Loan League, 221 North LaSalle Street, Chicago 1, Ill.

**Credit manual.** An excellent guide, *Using Our Credit Intelligently*, is being used in a number of high schools and colleges in teaching consumer credit. Each unit includes illustrations and questions. There is a glossary of credit terms at the end of the book. School price is 85 cents a copy from the National Foundation for Consumer Credit, 1411 K Street, N.W., Washington 5, D.C.

**History of calculating.** *From Og to Googol*, a booklet that gives a brief history of calculating from prehistoric machines to present-day Marchant calculators, is free from Marchant Division, Smith-Corona Marchant, Inc., 410 Park Avenue, New York 22, N.Y.

**Law careers.** The American Bar Association, 1155 East 60 Street, Chicago 37, Ill., has an excellent pamphlet that discusses three factors in selecting a career in law: Education, Opportunities for Service and a Common Calling. Copies are 15 cents each.

**Economic manual.** *Get More Sense Out of Your Dollars by Understanding Everyday Economics* is the fourth in a series of economic manuals by Peter Yacyk, Ridley Township Senior High School, Folsom, Pa. The purpose of this manual is to give the high school students a better understanding of our economic system. Each chapter is well illustrated. The cost is \$1.75 a copy.

**Correspondence projects.** If you teach a course in business correspondence, a new manual of problems, letters and reports, prepared by Francis W. Weeks, executive secretary of the American Business Writing Association, will be helpful. In addition to supplementary problems on each type of business letter, the text includes a sheet of symbols used in criticism of letters and a grade record sheet. For a copy of *Business Correspondence Problems*, send \$1.90 to Stipes Publishing Co., 10-12 Chester Street, Champaign, Ill.

**Office practice.** Remington Rand recently prepared an office practice course booklet designed for use with its full-keyboard adding machines. This booklet contains six lessons and was prepared by A. E. Klein. Copies may be obtained free from Remington Rand Division, Sperry Rand Corp., 315 Park Avenue South, New York 10, N.Y.

**Budget booklet.** *How to Plan Your Spending*, published by the Connecticut Mutual Life Insurance Co., Hartford, Conn., explains how to make a budget and contains a monthly record for listing expenditures. Another booklet, *How Much and What Kind of Life Insurance Should I Own*, and two publications on letter writing, *Writing What Comes Naturally* and *Letter Logic*, both widely used by students and teachers, are available from the same source. All are free.

**Money and banking.** Publications on money and banking designed especially for junior and senior high school students are free from the Banking Education Committee, American Bankers Association, 12 East 36 Street, New York 16, N.Y. Some of the current titles: *Money and Banking in our Everyday Living*; *You and Your Bank*; *Personal Money Management*; *You, Money and Prosperity*; and *Banking from the Stone Age to the Atomic Age*.

## *through the camera eye*

**MISS SECRETARY** of 1961 is Carol Joan Mabry (l) graduate of Strayer Junior College of Finance and administrative assistant to the counsel for the Health Insurance Association of America in Washington. She was crowned by last year's Miss Secretary, Marion M. Fesko, of Chicopee, Mass. The competition for the title is sponsored by the National Association and Council of Business Schools.



**EASTERN BTA's** sixty-fourth annual convention was officially welcomed by the City of New York. Here Frank March, president of Hunter Secretarial School and official representative of Mayor Robert Wagner, greets Helen Keily, Salem (Mass.) College, president of the association. Looking on are (l to r): Joseph Gruber, Director of Business Education, New York City; Isabelle A. Krey, Bronx (N.Y.) Community College, Registration Committee Chairman; and Harold Baron, Lafayette High School, Brooklyn, N.Y.



**DELTA PI CHAPTER** of Pi Omega Pi was recently installed at Ferris Institute, Big Rapids, Michigan. The installing officers were Dr. Marge Harrison, Michigan State University, and George Cooper, Western Michigan University. Shown here are the charter members (front row, l to r): Sarah

Guenther; Mary Keefer, vice-president; Joan Desarmeaux, historian; Mona Warner, secretary; Janice Vandervlught; (back row l to r): Dr. Robert L. Hitch, sponsor; Iris Wegmeyer, president; Brenda Rankin; Sally Loughrin; Diane Whiteford, treasurer; Howard Graubner.

# Professional

# Report

## NEWS SPOTLIGHT

### Education

... for Business Data Processing is the title of a study made of this subject in the Los Angeles area and reported in the May issue of Office Executive.

In the Los Angeles area, 65 per cent of data processing machine operators are high school graduates with no further formal schooling. However, all the machine operators got their specialized training from the data processing equipment manufacturers or from an employer. The managers who participated in the survey "said they would like to hire the brighter high school graduate for a job as data processing machine operator. They further indicated a preference for a candidate with a business major and with ability to cope with the English language with some ease. They thought, too, that typing and accounting would be helpful," the report says.

Almost all the managers expect to supply some specialized training to every new employee. For the more skilled positions of programmer or systems and procedures analyst, most of the managers were sure they could use graduates of two-year colleges, provided their training had not been too specialized.

### Educational television

... is the subject of a 68-page pictorial report published by the Ford Foundation. It gives examples from communities in all parts of the country of the two main uses of educational television — televised teaching of school and college subjects for credit and the telecasting of educational and cultural programs for general audiences. The report notes that at least 3 million students in 7,500 elementary and secondary schools receive part of their regular daily instruction by television. "The novelty of television is long past," the report says, "and ETV is no longer supported for its good intentions and 'potential' but for what it actually brings to the screen."

Copies of ETV: A Ford Foundation Pictorial Report are free on request from the Ford Foundation, Office of Reports, 477 Madison Avenue, New York 22, N. Y.

### Personality

... is the most important attribute employers look for in a secretary according to an article in the April 29 issue of Saturday Evening Post entitled "That Girl in the Office." A composite of recent surveys puts the importance of personality at 75 per cent, technical skills at 25 per cent.

## PEOPLE

• Wesley E. Scott, director of commercial and distributive education, Philadelphia, Pa., was recently awarded a citation by the Pennsylvania Department of Instruction in recognition of his "excellent work in planning, developing and implementing business education programs designed for marginal and gifted pupils." The citation was presented by Charles H. Boehm, Superintendent of Public Instruction.

• William H. Selden is the new president of the National Association of Supervisors of Business Education. He is consultant, business education, for the Pennsylvania Department of Public Instruction.

## GROUPS

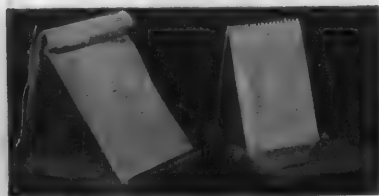
• The Georgia Business Education Association has elected the following officers: Joseph F. Specht, Georgia State College for Women, Milledgeville, president; Milton Chambers, Berry College, Mount Berry, vice-president; Juanita Bridges, Dalton High School, secretary; and James Kantner, Georgia Military College, Milledgeville, treasurer.

• New officers of the Upper Peninsula Michigan Business Education Association are Evelyn Johnson, Northern Michigan College, Marquette, president, and Rose Myllala, Graveraet High School, Marquette, vice-president.

• The Idaho Business Education Association has elected Barbara Dargatz, Borah Senior High School, Boise, president; Robert Kessel, University of Idaho, Moscow, vice-president; and Vern R. Thomas, Shoshone High School, treasurer.

• The Ohio Business Teachers Association elected Dorothy Miller, Zanesville High School, president;

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Dept. B, 2227 Fern St., San Diego 4, Calif.

## NOW AVAILABLE IN REPRINT FORM!

### MOST-USED SHORTHAND TERMS FOR 15 DIFFERENT FIELDS

Because of the demand for industry terms in Gregg Shorthand Simplified published in *Today's Secretary*, we have secured a limited supply of reprints. Each list of terms has been printed on an 8½ x 11 sheet of quality stock. Prices are as follows:

- Single copies—25 cents each
- 10 to 50 copies—20 cents each
- Over 50 copies—15 cents each
- Complete set of 15—\$2.50

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Herman Sparks, Belmont High School, Dayton, vice-president; and Anthony Cope, John Hay High School, Cleveland, secretary-treasurer. Dorothy A. Virts, Miami University, Oxford, and Mary McCabe, Taft High School, Hamilton, were re-elected as membership chairman and co-chairman, respectively.

• The new president of the United Business Education Association is Parker Liles, Georgia State College of Business Administration, Atlanta. Vernon V. Payne, North Texas State College, Denton, was elected vice-president and Edith T. Smith, Lewis and Clark College, Portland, Oregon, treasurer.

• The Eastern Business Teachers Association has elected E. Duncan Hyde, supervisor of business education Baltimore, Md., president. John S. Dooley, director of audio-visual instruction, Boston, Mass., was elected vice-president. Mary E. Connelly, Boston University, secretary, and Earl F. Rock, co-ordinator of business education, Newark, N.J., treasurer, were re-elected to the posts they held last year.

• The Mountain-Plains Business Education Association will hold its tenth annual convention at the Western Skies Hotel in Albuquerque, N.M., June 15-17. The general theme for the convention is "Horizons in Business Education." The program includes:

#### Thursday, June 15

1:30-3:30 p.m.—UBEA REPRESENTATIVE ASSEMBLY. *Presiding:* Parker Liles, Georgia State College of Business Administration, Atlanta, President, UBEA.

7:00-9:00 p.m.—BANQUET. *Presiding:* Gerald A. Porter, University of Oklahoma, Norman, President, M-PBEA. *Speaker:* Hamden L. Forkner, Professor Emeritus, Teachers College, Columbia University, New York. *Topic:* "Horizons, Hallucinations and Habits."

9:30-12:00 midnight—TENTH ANNIVERSARY CELEBRATION OF M-PBEA. *Master of ceremonies:* Raymond B. White, University of Oklahoma, Norman.

#### Friday, June 16

7:30-8:45 a.m.—UBEA 10,000 CLUB BREAKFAST. *Presiding:* C. C. Callarman, West Texas State College, Canyon. *Speaker:* Carl W. Salser, Jr., Allied Publishers, Inc. *Topic:* "Our Office Occupations—Careers

Unlimited or Stop-Gap Jobs?"

10:30-11:30 a.m.—TYPEWRITING. *Speaker:* S. J. Wanous, University of California at Los Angeles. *Topic:* "The Next Hundred Years in Teaching Typewriting."

12:00-2:00 p.m.—DELTA PI EPSILON LUNCHEON. *Speaker:* Floyd Golden, President Emeritus, Eastern New Mexico University, Portales.

2:15-3:15 p.m.—SHORTHAND. *Presiding:* Dorothy Travis, University of North Dakota, Grand Forks. *Speaker:* Charles E. Zoubek, Gregg Publishing Division, McGraw-Hill Book Co., Inc. *Topic:* "Is Shorthand on the Way Out?"

3:45-4:45 p.m.—AIDS TO TEACHING. *Presiding:* James Zancanella, University of Wyoming, Laramie. *Speaker:* Robert J. Ruegg, Educational Developmental Laboratories. *Topic:* "Psychology of Skill Development Through Instrument Training—A Look into the Eyes of Students."

#### Saturday, June 17

9:00-10:00 a.m.—BASIC BUSINESS. *Presiding:* F. Kendrick Bangs, University of Colorado, Boulder. *Speaker:* Elvin S. Eyster, Indiana University, Bloomington.

10:30-11:30 a.m.—BOOKKEEPING. *Presiding:* Hugh Barnes, Barnes School of Commerce, Denver. *Speaker:* J. Marshall Hanna, Ohio State University, Columbus. *Topic:* "Bookkeeping for the Electronic Sixties."

12 noon—CLOSING LUNCHEON. *Presiding:* Agnes M. Kinney, North High School, Denver, Colorado. *Speaker:* Robert E. Slaughter, Gregg Publishing Division, McGraw-Hill Book Co., Inc. *Topic:* "Heritage and Horizon in Business Education."

#### SUMMER SCHOOL ADDITION

The Pennsylvania State University, University Park, will offer the following graduate courses this summer: Principles and Problems of Business Education; Teaching of Bookkeeping and Accounting; Teaching of Office Practice; Introduction to Research in Business Education; Seminar in Business Education. In addition there will be a Workshop on Family Finance and one on Community Resources for Business Education. A Business Education Conference will be held on June 16.

For details, write to Dr. Dorothy H. Veon.

## HUMAN RELATIONS

(Continued from page 22)

head explaining the source and purpose of the replies. The responses were reproduced verbatim.

This brochure was well received by the student group participating in Human Relations Day. The fact that a number of the graduates repeated each other's responses merely gave emphasis to the basic rules that the graduates were espousing. Some typical replies by business graduates included: "Be considerate, treat everyone equally no matter what his position is and think before you speak;" "Ordinary courtesy and respect for other individuals;" "Ambition, initiative, personality and honesty;" "Remember that your co-workers are human and treat them accordingly, do your share of the work and help your co-workers if you possibly can;" "Be a good conversationalist and listener, do your share of the work;" "Keep your personal life out of your conversation, especially if you are married and there are problems."

Devoting one full day every other year to human relations, so that each student experiences it once during his two-year junior college career, is easily justifiable educationally. For a series of two or three high school assembly programs, the topic of human relations merits strong consideration. Human Relations Day as Cobleskill experiences it has certain advantages. Some interesting results and carry-overs are achieved in this concentrated, all-out campus attack on a common problem. The fact that the college does endorse such a procedure adds emphasis and prestige to the topic of human relations. Students learn readily from prominent leaders in the field in which they will soon be employed and from graduates with experience and background similar to their own who are already working in business situations. The college students become involved in the program, because the morning session centers attention on human relations in everyday life and the afternoon session covers many principles that apply directly to the job situation.

If you are searching for an interesting and effective means of focusing attention on human relations and its importance, and if you like a direct approach, we invite you to consider the Human Relations Day program as Cobleskill Institute has developed it.

## New Business Equipment

### Economy Electric Typewriter

Smith-Corona Marchant has added a new model, the Electra 12, to its line of electric typewriters. The new model is similar to the company's Compact 200 (BEW, Dec. '60, p. 5)

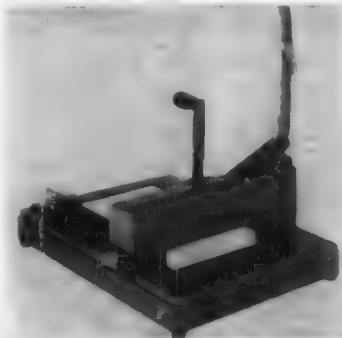


but has a manual carriage return. It has a 12-inch carriage and 44 keys.

School price of the Electra 12 is \$154.50 (list \$184.50). Complete information may be obtained from Smith-Corona Marchant, Inc., 410 Park Avenue South, New York 22, N. Y.

### Paper Cutter

The Triumph-Jr. is a paper cutter that will handle a stack of paper up to 1½ inches thick. It features a handle instead of a wheel for clamping. Two hands are required for operation, one on the clamp handle and one on



the blade handle. This procedure automatically locks and unlocks the safety latch. Cutting width is 10 inches.

List price of the Triumph-Jr. is \$119, f.o.b. New York. For full details write to Michael Lith Sales Corp., 145 West 45 Street, New York 36, N. Y.

### Dictation Records

Two companies have recently announced release of dictation records:

• Arco Publishing Company is of-

fering three separate courses for different levels, each accompanied by a booklet giving the complete text of the practice letters. All records are 12-inch, 33 rpm. The first includes dictation from 50 to 80 wpm, the second from 90 to 130. The third course is a boxed set of two records for advanced students, with material dictated from 50 to 130 wpm. The single-record courses are \$3.98 each; the two-record course is \$5.95. Arco Publishing Co., Inc., is at 480 Lexington Avenue, New York 17, N. Y.

• Sound Education Company calls its set of six 45 rpm records "Short-hand by Sound." The set includes a guide to business phrases, brief forms and vocabulary drills. Complete instructions are included with the letter dictations on the records. The set is \$4.98 from Sound Education Co., P. O. Box 414, Port Huron, Mich.

### Teacher's Desks

Irwin Seating Company has added two teacher's desks to its 3/R line of classroom furniture. Model 40-1-3 is



30 by 60 inches, double pedestal; model 48 (illustrated) is 30 by 40 inches, single pedestal. Both models are all steel with suspension slide drawers. Additional information is available from Irwin Seating Co., 1480 Buchanan S.W., Grand Rapids, Mich.

### Advertisers

Bankers Box Company	4
Charles Beseler Co.	3
Clear-View Company	36
Desks of America Inc.	4
A. W. Faber-Castell Pencil Co.	5
Gregg Publishing Division,	
McGraw-Hill	Cover 3
Royal McBee Corp.	Cover 4
Smith-Corona Marchant	Cover 2
Stenocard of America, Inc.	1
Underwood Corporation	6

# Subject Index to Volume 41, September 1960-June 1961

## ADMINISTRATION

How Detroit Schools Handle Typewriter Repairs, Mr 14  
Let's Go After the Equipment We Need, Mr 10

**BULLETIN BOARDS** (see also: Teaching Aids)  
Bulletin Boards for Secretarial Training Classes, N 30, Ap 28

## BOOKKEEPING (see also: Teaching Aids)

How Do You Stand Financially, D 28  
How to Grade Practice Sets, O 27  
How to Introduce Arithmetic in Bookkeeping, O 32  
How to Teach Deferred and Accrued Items, D 25  
How to Teach Depreciation, N 28  
How to Teach the Profit and Loss Statement, Ja 18  
How to Teach Sales Returns and Discounts, S 32  
Let's TEACH Income Tax, F 16  
Simplify Bookkeeping for Your Slower Learners, F 12  
Teaching the Fundamental Elements of Bookkeeping (a series appearing in S, O, N, D, Ja)  
To Help Your Bookkeeping Students—Use Basic Concepts, Ju 16

## BUSINESS ARITHMETIC (see also: Teaching Aids)

A Teaching Machine Program in Business Math, My 16

## BUSINESS EDUCATION (General and Curriculum) (see also: Public Relations; Teachers and Teaching)

Boosting Business Courses, My 13  
Business Education Problems in a New Decade, S 21  
The Future of Business Education Depends on You, Ja 13  
How Can we Stimulate Bright Students to Take Our Courses, N 20  
Is Business Education Vocational Education, Ap 19  
Putting Democracy to Work in Business Education, O 30  
We Must Increase Proficiency on Calculating Machines, D 12  
You Can Solve Persistent Problems with a Business Exploratory Course, My 24

## BUSINESS ENGLISH (see also: Teaching Aids)

Develop Good Spellers with This Transcription Plan, My 22  
Teach Spelling at the Typewriter, My 22  
This Business of Teaching English, Ja 29

## BUSINESS LAW (see also: Teaching Aids)

Anatomy of a Mock Trial, D 30

## CLASSROOM FACILITIES

Modern Planning at Del Mar College, S 22  
Modern Planning in a Long Island High School, Ja 22  
95 Students Learn Typing in One Room, S 19  
Problem Clinic (Multiple Class) Suggested Solutions, O 5, N 7  
Teaching Typing and Shorthand in the Same Room at the Same Time, Ja 14  
We Set Up a Dictation Lab for \$200, N 18  
We Taught Beginning Typewriting to a Class of 125, F 10

## COLLEGE (see also: Graduate Business Education; Guidance)

Don't Overlook the Business College, O 16  
Is College Teaching for You, F 7

## COMMUNITY RELATIONS

Boosting Business Courses, My 13  
Putting Democracy in Business Education, O 30  
Sell Your Department Through Demonstrations and Skits, N 15  
Sell Your Department Through Your Personal Example, N 17  
We Set Up an Economical Typing Class for Adults, Ja 15

## COMMUNITY RESOURCES

We Utilized Our Community's Business Resources S 29

## CONSUMER ECONOMICS (see also: Teaching Aids)

Students Can Make Themselves Intelligent Consumers, S 31

## CO-OPERATIVE EDUCATION

Putting Democracy in Business Education, O 30  
We Utilized Our Community's Business Resources, S 29

You Can Have a Christmas Training Program, D 9

## DISTRIBUTIVE EDUCATION (see also: Teaching Aids)

You Can Have a Christmas Training Program, D 9

## ECONOMICS (see also: Teaching Aids)

To Teach Economic Literacy Use News Items, S 26

## EQUIPMENT (Listings here include only items mentioned in the monthly "New Business Equipment" section and in the Special Equipment Guide in the March issue.)

Adding machines, full keyboard, S 48, Ja 40, Mr 16  
Adding machines, ten-key, S 48, Ja 40, Mr 17  
Bookkeeping machines, Mr 19  
Calculators, key-driven, Mr 20  
Calculators, printing, Mr 20  
Calculators, rotary, O 48, Mr 20  
Chairs, Mr 22  
Copyholders, Mr 24  
Desks, N 44, F 40, Mr 26  
Dictating machines, D 5, F 40, Mr 31  
Duplicators, fluid, Mr 34, Ap 46  
Duplicators, stencil, F 40, Mr 37  
Paper folder N 44  
Phonograph, S 48  
Projectors, overhead, N 44, D 5, Ja 40, F 40, My 44  
Projectors, filmstrip, O 48  
Projectors, motion picture, My 44  
Projectors, slide, Ap 46  
Public address systems, S 48, Ja 40, Ap 46  
Stapler, S 48  
Tape recorders, O 48, N 44, Mr 38, My 44  
Teaching machines, O 48, Ja 40  
Typewriters, electric, N 44, D 5, Mr 39, My 44  
Typewriters, manual, D 5, F 40, Mr 41, My 44

## GENERAL BUSINESS (see also: Teaching Aids)

Beatniks, Insurance and All That Jazz, D 22  
How Do You Stand Financially, D 28  
Let's TEACH Income Tax, F 16  
Students Can Make Themselves Intelligent Consumers, S 31  
To Teach Economic Literacy, Use News Items, S 26

## GRADUATE BUSINESS EDUCATION

Don't Overlook the Business College, O 16  
Is College Teaching for You, F 7  
Teachers on a Merry-Go-Round, O 13  
What Constitutes the Best Master's Degree Program, D 14

## GREGG, JOHN ROBERT: The Man and His Work (a four-part series appearing in Ja, F, Ap, My)

Guidance (see also: Teaching Aids; Vocational Guidance)  
Don't Overlook the Business College, O 16  
Let's Teach the Skill of Organization, Ja 4  
We Can Encourage Personality Development, O 9

## JUNIOR HIGH SCHOOL

All Ninth Graders Should Take Personal-Use Typing, O 29  
Keep Calm and Compose, D 10  
Ninth-Grade Academic Students Learn Notehand, Ju 7

## LARGE CLASSES

95 Students Learn to Type in One Room, S 19  
We Taught Beginning Typing to a Class of 125, F 10

## MODERN PLANNING

At Del Mar College, S 22  
In a Long Island High School, Ja 22

## MULTIPLE CLASSES

Problem Clinic Suggested Solutions, O 5, N 7  
Teaching Typing and Shorthand in the Same Room at the Same Time, Ja 14

## NOTEHAND

Ninth Grade Academic Students Learn Notehand, Ju 7

## OFFICE PRACTICE (see also: Teaching Aids)

Bulletin Boards for Secretarial Training Class, N 30, Ap 28  
Job Hints for Your Students, Ja 16  
Problem Clinic (Bibliography Request) Ja 3; Suggested Solutions, Mr 50, Ap 11  
Provide Realistic Situations for Your Future Secretaries, F 14  
Teaching the Correct Placement of Longer Letters, D 4  
Volunteer for School Paper, Business Teacher Recommends, D 23  
Why Should I Consider Your Letter of Application, Ju 21  
We Can Encourage Personality Development, O 9  
We Must Increase Proficiency on Calculating Machines, D 12  
We Set Up a Dictation Lab for \$200, N 18  
We Utilize Our Community's Business Resources, S 29

## PROBLEM CLINIC (a monthly feature)

Classroom Facilities (Suggested Solution) O5, N 7  
Failing Students Ja 3; Suggested Solution Ap 6  
Minority Groups, Suggested Solution, S 6  
Minority Groups, Problem Restated, Ap 5  
Multiple Class, Suggested Solution, O5, N 7  
Poor Students, Ja 3  
Secretarial Bibliography, Ja 3; Suggested Solutions, Mr 50, Ap 11  
Shorthand Dropouts, Ju 3  
Typewriting, Manual to Electric, My 5  
Typewriting, Errors, My 5

## PROGRAMED TEACHING

Putting the Teaching Machine on Paper, Ap 13  
A Teaching Machine Program in Business Math, My 16

## PUBLIC RELATIONS

Boosting Business Courses, My 13  
Putting Democracy to Work in Business Education, O 30  
Sell Your Department Through Demonstrations and Skits, N 15  
Sell Your Department Through Your Personal Example, N 17

## SCHOOL FACILITIES

Modern Planning at Del Mar College, S 22  
Modern Planning in a Long Island High School, Ja 22

## SHORTHAND AND TRANSCRIPTION (see also: Office Practice; Teaching Aids)

An Approach to Transcription, Ap 21  
The Daily Lesson Plan in Beginning Shorthand, S 15, O 19  
Develop Good Spellers with this Transcription Plan, My 22  
Don't Just Teach Shorthand—Use It, N 31  
For an "A" Think of the Half Crown, Ju 10  
Gregg, John R.: The Man and His Work, The Saga of Gregg Shorthand, (a four-part series appearing in Ja, F, Ap, My)  
How One Student Taught Himself Shorthand, S 11  
How to Build Skill in Second Semester Shorthand, F 23  
Ninth Grade Academic Students Learn Notehand, Ju 7  
Rx for Effective Shorthand Teaching (a ten-part series appearing monthly)  
The Saga of Gregg Shorthand (a four-part series appearing in Ja, F, Ap, My)  
Shorthand Corner (a monthly column)  
Strategy for Second Semester Shorthand, Ja 25  
Student Self-Appraisal in Transcription, Ju 23  
Teaching Typing and Shorthand in the Same Room at the Same Time, Ja 14  
Testing and Grading in Beginning Shorthand, N 25  
Tests and Grades in Second Semester Shorthand, Mr 43  
Transcription Planning, My 26  
Understanding Your Shorthand Teaching Tools, D 17  
We Set Up a Dictation Lab for \$200, N 18

# BUSINESS EDUCATION WORLD

(Author Index on next page)

## STUDENTS

- How Can We Meet the College-Bound Student's Typing Needs, **My 7**
- How Can We Stimulate Bright Students to Take Our Courses, **N 20**
- Let's "Learn" Our Students, **O 35**
- Problem Clinic, Failing Students, **Ja 3**; Suggested Solution, **Ap 6**
- Problem Clinic, Minority Groups, Suggested Solution, **S 6**; Problem Restated, **Ap 5**
- Problem Clinic, Poor Students, **Ja 3**
- Simplify Bookkeeping for Your Slower Learners, **F 12**
- Typing Is Good Therapy for the Handicapped, **Ap 20**
- We Can Encourage Personality Development, **O 9**
- What Happens to the Reluctant Learners, **Ja 18**
- You Can Solve Persistent Problems with a Business Exploratory Course, **My 24**

## TEACHERS AND TEACHING (see also: Graduate Business Education)

- Don't Just Teach Shorthand—Use It, **N 31**
- Don't Make Night School a Stepchild, **N 24**
- For an "A" Think of the Half Crown, **Ju 10**
- The Future of Business Education Depends on You, **Ja 13**
- Hints for Saving Time and Money, **Mr 6**
- How Do You Stand Financially, **D 28**
- Is College Teaching for You, **F 7**
- Just Between Us (a monthly column)
- Let's Go After the Equipment We Need, **Mr 10**
- Let's "Learn" Our Students, **O 35**
- Problem Clinic, Minority Groups, Suggested Solution, **S 6**; Problem Restated, **Ap 5**
- Teachers on a Merry-Go-Round, **O 13**
- Volunteer for School Paper, Business Teacher Recommends, **D 23**
- What Determines Your View of the Class, **F 29**
- What Happened After the Phone Rang, **N 22**
- When They Let You Go, **S 35**
- Why Write for Professional Publications, **Ju 12**

## TEACHING AIDS (This list includes only items mentioned in the monthly column.)

### BOOKKEEPING

- Accounting materials, **Ap 38**
- Accounting opportunities, **Mr 48**
- CPA film, **O 38**

### BULLETIN BOARDS

- Bulletin boards, **My 40**
- Classroom techniques, **O 38**
- Secretarial posters, **My 40**

### BUSINESS ENGLISH

- Blackboard spinner, **F 32**
- Business English, **O 39**
- Correspondence projects, **Ju 33**
- Data guides, **F 32**
- English aids, **D 35**
- Monographs, **D 35**

### CONSUMER ECONOMICS

- Banking booklets, **Mr 48**
- Budget Booklet, **Ju 33**
- Consumer credit, **Ap 39**
- Consumer film, **Ja 32**
- Credit manual, **Ju 33**
- Credit teaching, **F 33**
- Money and banking, **Ju 33**
- Money management, **Ap 38**
- Thrift materials, **Ap 38**

### DISTRIBUTIVE EDUCATION

- Effective practices, **D 34**
- Merchandise information, **Ap 38**
- Retailing letter, **D 34**
- Retailing filmstrip, **Ja 32**
- Sales training, **My 40**

### ECONOMICS

- Economic careers, **N 36**
- Economic chart, **D 34**
- Economic education, **F 32, 33**
- Economic manual, **Ju 33**
- Economic newsletter, **Ja 32**
- Free enterprise, **O 38**

## TEACHING AIDS (continued)

### FILMS

- DPE publications, **Ju 32**
- Film catalog, **S 39, O 39**
- Film ideas, **N 36**
- Film viewing, **F 33**
- Insurance handbook, **Ap 38**

### GENERAL

- Blackboard spinner, **F 32**
- Education crisis, **Ja 32**
- Gifted students, **My 40**
- Grade twins, **Ap 39**
- Source book, **N 36**
- GM aids, **O 39**
- Government publications, **O 38**
- Visual aids, **F 32**

### GENERAL BUSINESS

- Advertising bibliography, **Ap 39**
- Alaska map, **O 39**
- Banking booklets, **Mr 48**
- Business dictionary, **Ju 32**
- Business management, **N 36**
- Checkwriting manual, **Ap 39**
- Conservation guides, **Ju 32**
- Constitution booklet, **O 38**
- Co-op information, **Mr 48**
- Data guides, **F 32**
- Education crisis, **Ja 32**
- Enrichment records, **N 36**
- Family finance, **My 40**
- Federal Reserve, **Ap 39**
- Fiber facts, **Ja 32**
- Ford Foundation, **S 39**
- Free enterprise, **O 38**
- Friendship map, **F 32**
- Government organization, **N 36**
- Insurance handbook, **Ap 38**
- Insurance manual, **My 40**
- Insurance samples, **O 38**
- Management film, **O 39**
- Money and banking, **Ju 33**
- Money booklet, **S 39**
- Money filmstrip, **Ap 38**
- Money management, **Ap 38**
- Oil booklet, **S 39**
- Paper kit, **My 40**
- Petroleum materials, **O 39**
- Study guides, **F 33**
- Tapes catalog, **D 35**
- Thrift materials, **Ap 38**
- Travel materials, **S 39**
- Travel posters, **F 33**
- United Nations, **Mr 48**
- World affairs, **Mr 48**

### GUIDANCE

- Classroom techniques, **O 38**
- Guidance materials, **My 40**

### MATHEMATICS

- Math careers, **N 36, D 35, Ja 32**

### OFFICE PRACTICE

- Bulletin service, **D 34**
- Correspondence projects, **Ju 33**
- Duplicating film, **N 36**
- Eraser samples, **O 39**
- Filing manual, **Ju 32**
- Filing suggestions, **Mr 48**
- History of calculators, **Ju 33**
- Management film, **O 39**
- Office layout, **N 36**
- Office practice, **D 35, Ju 33**
- Office publication, **Mr 48**
- Paper samples, **O 38**
- Secretarial handbook, **Mr 48**
- Secretarial science, **F 33**
- Stencil duplicating, **O 39**

### SHORTHAND

- Blackboard spinner, **F 32**
- Data guides, **F 32**
- Dictation records, **D 35**
- Secretarial handbook, **Mr 48**
- Secretarial posters, **My 40**
- Secretarial science, **F 33**

## TEACHING AIDS (continued)

### SHORTHAND (continued)

- Secretarial success, **Ju 32**
- Shorthand guide, **O 38**
- Shorthand recordings, **D 35**
- Speed chart, **Ap 38**
- Stenographic bibliography, **Ap 39**
- Stenographic manual, **D 34**

### TEACHERS AND TEACHING

- Classroom techniques, **O 38**
- Conducting meetings, **D 35**
- Education films, **F 32**
- Ford Foundation, **S 39**
- Gifted students, **My 40**
- Teacher appraisal, **D 34**
- Teaching techniques, **Ja 32**

### TYPEWRITING

- Artying, **D 34**
- Monographs, **D 35**
- Speed chart, **Ap 38**
- TV typing, **Ap 38**
- Typing interest, **Ja 32**
- Typing methods, **Ap 39**
- Typing kit, **Ap 39**
- Typewriter filmstrip, **S 39**

### VOCATIONAL GUIDANCE

- Accounting opportunities, **Mr 48**
- Advertising careers, **Ap 38**
- Career finder, **F 32**
- Consumer finance careers, **O 38**
- CPA film, **O 38**
- DPE publications, **Ju 32**
- Economic careers, **N 36**
- Education films, **F 32**
- Industry careers, **Ju 32**
- Job hunting, **S 39**
- Job opportunities, **Ju 32**
- Law careers, **Ju 33**
- Math careers, **N 36, D 35, Ja 32**
- New York careers, **D 34**
- Occupational outlook, **D 34**
- Study guides, **F 33**
- Summer jobs, **Ju 32**
- Tapes catalog, **D 35**
- Teaching careers, **Ja 32**
- Teaching information, **O 39**
- Vocational guidance, **F 32, Mr 48**

## TEACHING MACHINES (see: Programed Teaching)

### TYPEWRITING (see also: Teaching Aids)

- All Ninth Graders Should Take Personal-Use Typing, **O 29**
- Don't Make Night School a Stepchild, **N 24**
- Double Students' Typing Power, **N 11**
- Electric Typing (a column appearing in **S, N, Ja, Mr, My**)
- How Can We Meet the College-Bound Student's Typing Needs, **My 7**
- How Detroit Schools Handle Typewriter Repairs, **Mr 14**
- Keep Calm and Compose, **D 10**
- Let's Teach the Skill of Organization, **Ja 4**
- 95 Students Learn to Type in One Room, **S 19**
- Problem Clinic, Change from Manual to Electric, **My 5**
- Problem Clinic, Errors, **My 5**
- Teaching the Correct Placement of Longer Letters, **D 4**
- Teach Spelling at the Typewriter, **My 22**
- Teaching Typing and Shorthand in the Same Room at the Same Time, **Ja 14**
- Typing Is Good Therapy for the Handicapped, **Ap 20**
- We Set Up an Economical Typing Course for Adults, **Ja 15**
- We Taught Beginning Typing to a Class of 125, **F 10**

## VOCATIONAL GUIDANCE (see also: Guidance; Teaching Aids)

- Job Hints for Your Students, **Ja 16**
- Why Should I Consider Your Letter of Application, **Ju 21**

# Author Index

## Volume 41, September 1960-June 1961

### BUSINESS EDUCATION WORLD

- Abel, Rosalyn S.: We Taught Beginning Typing to a Class of 125, F 10
- Atencio, Armando R.: Teaching Typing and Shorthand in the Same Room, Ja 14
- Baldwin, Woodrow W.: Sell Your Department Through Your Personal Example, N 17
- Barber, George P.: This Business of Teaching English, Ja 29
- Beckner, Caroline: Keep Calm and Compose, D 10
- Beede, Ruth C.: Bulletin Boards for Secretarial Training Class, N 30, Ap 28
- Blackledge, Ethel Hale: Don't Just Teach Shorthand—Use It, N 31
- Boyle, Raymond A.: Let's TEACH Income Tax, F 16
- Brophy, John: Modern Planning in a Long Island High School, Ja 22
- Brophy, William B.: Presenting a Human Relations Program, Ja 22
- Casebier, Eleanor: What Happened After the Phone Rang, N 22
- Davis, K. Elizabeth: Typing Is Good Therapy for the Handicapped, Ap 20
- Davis, Violet: Sell Your Department Through Demonstrations and Skits, N 15
- Dille, David R.: Job Hints for Your Students, Ja 16; To Help Bookkeeping Students—Use Basic Concepts, Ju 16
- Diloreto, Antonette: Teach Spelling at the Typewriter, My 22
- Elenko, I. William: Students Make Themselves Intelligent Consumers, S 31
- Faulkner, Hazel: We Set Up a Dictation Lab for \$200, N 18
- Freeman, M. Herbert: How to Teach Deferred and Accrued Items, D 25; How to Teach Sales Returns and Sales Discounts, S 32
- Giffin, James F.: To Teach Economic Literacy Use News Items, S 26
- Gillespie, Karen R.: Putting Democracy to Work in Business Education, O 30
- Gottlieb, Irving T.: A Business Exploratory Course Solves Problems, My 24
- Green, Helen H.: Just Between Us (a monthly column)
- Grubbs, Robert L.: Rx for Effective Shorthand Teaching (a 10-part series appearing monthly)
- Guthrie, Mearl R.: The Future of Business Education Depends on You, Ja 13; Let's Go After the Equipment We Need, Mr 10
- Haga, Enoch J.: Simplify Bookkeeping for Your Slower Learners, F 12
- Hanna, J. Marshall: How to Teach the Profit and Loss Statement, Ja 18
- Heatherly, Opal: We Set Up an Economical Typing Course for Adults, Ju 15
- Hoffmann, Richard A.: Shorthand Corner (a monthly column)
- Hosler, Russell J.: How One Student Taught Himself Shorthand, S 11
- Huffman, Harry: Programming a Business Math Topic, My 16; Putting the Teaching Machine on Paper, Ap 13
- Jacobs, Russell: 95 Students Learn to Type in One Room, S 19
- Johnston, Chester: Increase Proficiency on Calculating Machines, D 12
- Jorgenson, Charlotte: For an 'A' Think of the Half Crown, Ju 10
- Kahn, Gilbert: How to Grade Practice Sets, O 27
- Kiley, Margaret A.: Let's Teach the Skill of Organization, Ja 4
- Krawitz, Myron J.: What Happens to the Reluctant Learners, Ju 18
- Lenart, George: Stimulating Bright Students to Take Our Courses, N 20
- Letch, Mrs. G. C.: Modern Planning at Del Mar College, S 22
- Lewis, Jane White: Teaching Aids (a monthly column)
- Lloyd, Alan C.: Boosting Business Courses, My 13
- MacPhee, Barbara: We Utilize Our Community's Business Resources, S 29
- Magnesen, Vernon A.: Don't Overlook the Business College, O 16
- Marietta, E. L.: 95 Students Learn to Type in One Room, S 19
- Martin, Thomas B.: What Constitutes the Best Master's Degree Program, D 14
- Mathis, Charles V.: Hints for Saving Time and Money, Mr 6
- Mestad, Marjorie: Can We Meet the College-Bound Student's Typing Needs, My 7
- Milham, George E.: Don't Make Night School a Stepchild, N 24
- Miller, Charles J.: We Set Up a Dictation Lab for \$200, N 18
- Mulkerne, Donald J. D.: Is College Teaching for You, F 7
- Perkins, Edward A., Jr.: Develop Good Spellers with This Transcription Plan, My 22
- Phillips, John: Boatniks, Insurance and All That Jazz, D 22
- Pollatz, Esther S.: Teaching Correct Placement of Letter Letters, D 4
- Raine, Bill G.: Why Write for Professional Publications, Ju 12
- Richardson, Jean: Modern Planning at Del Mar College, S 22
- Salmers, Jean O.: Volunteer for School Paper, Business Teacher Recommends, D 23
- Sanborn, Ruth C.: All Ninth-Graders Should Take Personal-Use Typing, O 29
- Sattow, I. David: How to Introduce Arithmetic in Bookkeeping, O 32
- Schwartz, Dorothy H.: Teachers on a Merry-Go-Round, O 13
- Selden, William: Business Education Problems in a New Decade, S 20; Is Business Education Vocational Education, Ap 19
- Shaffer, Richard G.: We Can Encourage Personality Development, O 9; You Can Have a Christmas Training Program, D 9
- Stringer, Ivan: 95 Students Learn to Type in One Room, S 19
- Symonds, F. Addington: The Saga of Gregg Shorthand, Ja 7, F 17, Ap 21, My 25
- Thomas, Ellis R.: Anatomy of a Mock Trial, D 30
- Treeco, Malra: Let's "Learn" Our Students, O 35
- Ulrich, Rosemary E.: Provide Realistic Situations for Your Future Secretaries, F 14
- Unrau, Ruth: Why Should I Consider Your Letter of Application, Ju 21
- Valentry, Duane: When They Let You Go, S 35
- Van Derveer, Elizabeth T.: Ninth-Grade Academic Students Learn Notehand, Ju 7
- Whale, Leslie J.: How Detroit Schools Handle Typewriter Repairs, Mr 14
- White, Jane F.: Teaching Aids (a monthly column)
- Witherow, Mary: Double Students' Typing Power, N 11; What Determines Your View of the Class, F 29
- Wood, Marion: Electric Typing (a bi-monthly column appearing in S, N, Ja, Mr, My)
- Yacyk, Peter: How Do You Stand Financially, D 28

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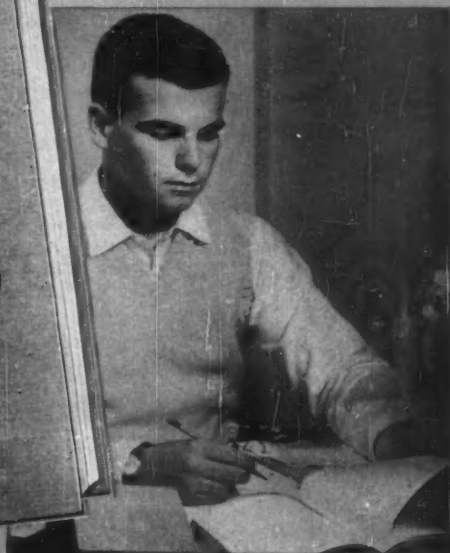
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